DOCUMENT RESUME

ED 318 479 IR 053 114

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TITLE Procedures Manual for School Library Media Centers. Revised.
INSTITUTION Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE 86
NOTE 267p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *Administrative Policy; Cataloging; Cooperative Planning; *Educational Media; Elementary Secondary Education; Evaluation Criteria; *Learning Resources Centers; Library Automation; Library Circulation; *Library Material Selection; Library Planning; *Library Technical Processes; *School Libraries

ABSTRACT

Developed to provide suggestions for the efficient operation of a school library media center, this guide begins with the selection and acquisition of materials, including the formation of selection policy; the selection of instructional materials; criteria for evaluating picture books, fiction books, information books, films, filmstrips, nonmusical recordings, and computer software; purchasing procedures; and computerized collection development. Guidelines for processing provide suggestions for organizing a central library media collection; processing books; commercial cataloging; processing new books; cataloging and classification; preparing books for the shelf; processing paperback books and nonprint materials; the vertical file; procedures for typing and filing catalog cards; and reorganizing the card catalog. Guidance is also provided for the selection, processing, circulation, and maintenance of audiovisual equipment and materials. Guidelines for library circulation cover procedures and policy; ways to comply with the Privacy Law; selfservice checkout; and tips for proper shelving of books. Computer applications and criteria for automated library systems are also discussed. Guidance for library services covers scheduling, cooperation with teachers in curriculum planning, time management, job descriptions for support staff, the library media volunteer program, and student aides. Guidelines for maintenance address the inventory and repair of materials, sending books to the bindery, and weeding. Flow charts illustrating library processes are interspersed throughout the text, and additional materials provided include a glossary, a bibliography, state standards for Oklahoma, and a model materials selection policy. Appended materials include sample forms--e.g., self-evaluation sheets, user questionnaires, and charts for shared curriculum planning--which may be adapted or copied for use in most any library media center. (SD)

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Procedures Manual

For School Library Media Centers

Oklahoma State Department of Education
John M. Folks, State Superintendent of Public Instruction

IR053114

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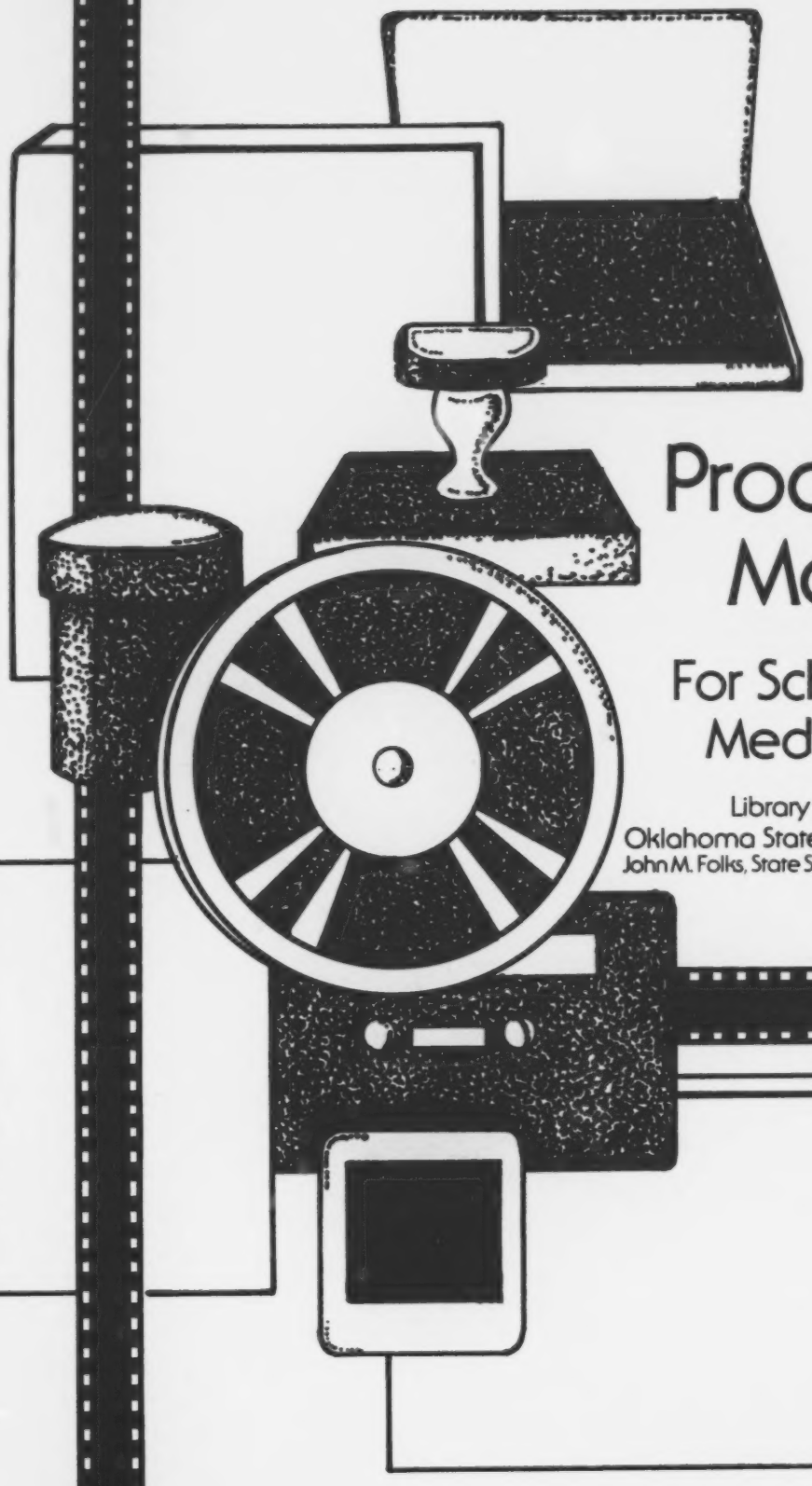


Procedures Manual

For School Library Media Centers

Library Resources Section
Oklahoma State Department of Education
John M. Folks, State Superintendent of Public Instruction

1986

87-004539

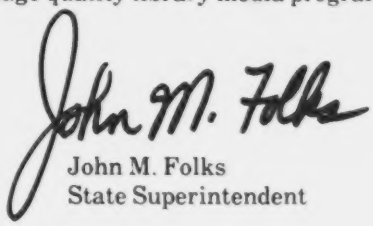
This publication, printed by the Graphics Division of the Oklahoma State Department of Vocational and Technical Education, is issued by the Oklahoma State Department of Education, as authorized by John M. Folks, State Superintendent of Public Instruction. 6,000 copies have been prepared and distributed at a cost of $12,824.24. Date 1-5-87. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries.

Foreword

Today's library media center is no longer a quiet storehouse for books. It is a learning place, where students explore a wide variety of resources and participate in a wide variety of learning activities. Today's library media specialist selects the best materials available, efficiently organizes and circulates these resources, and teams up with the teacher to plan a program of instruction for students.

This guide has been developed to give suggestions for the organizations and management of a school library media center.

The Oklahoma State Department of Education hopes this guide will assist school library media specialists as they develop and manage quality library media programs.



John M. Folks
State Superintendent

ACKNOWLEDGMENTS

The first edition of this manual was developed by the following committee:

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A special thanks to Paula Krivanek, State Department of Education, Word Processing Section, for her assistance with this project.

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SELECTION

SELECTION OF INSTRUCTIONAL MATERIALS

The selection process should begin with the formation of a district selection policy. The media selection policy reflects basic factors influencing the nature and scope of collections, such as curriculum trends, innovations in learning and availability of materials and equipment. The rationale for the adoption of a written selection policy, components of the policy and sample policies are included in the Guidelines for Library Media Programs in Oklahoma from the Oklahoma State Department of Education, Library Resources Section.

THE SELECTION PROCESS: Selection of materials should be a cooperative process involving the media staff, curriculum consultants, teachers and students. The process of examining and evaluating materials and equipment being considered for purchase is continuous and systematic.

1. **LIBRARY MEDIA SPECIALIST:** A leadership role must be assumed by the library media specialist. This person is uniquely qualified by training and experience for this role and can balance school needs with a knowledge of the existing collection and availability of media on the market.

2. **TEACHERS:** Teachers should be involved in the selection process. They know their fields and students and are primarily responsible for student activities. (See Appendix, page 220)

3. **STUDENTS:** Individual students can provide a valuable service by previewing, making suggestions and actual tryouts.

4. **PARENT AND COMMUNITY:** It is not recommended that parents select materials, but they should be considered in establishing the guidelines. The collection should reflect the economic and ethnic backgrounds of the community.

WHERE SUITABLE TITLES CAN BE FOUND: Materials and equipment should be evaluated prior to purchase by use of reliable evaluative selection tools and by firsthand examination whenever possible. Published evaluations, including those in reviews, recommended lists, and standard bibliographic tools are used in selection. The following are recommended selection aids. The most basic titles are indicated with an asterisk (*).

The Bookfinder. Vol. 1, 2, and 3. American Guidance Service

--materials for ages 2-15
--arranged by subject
--split page format

*Booklist. American Library Association

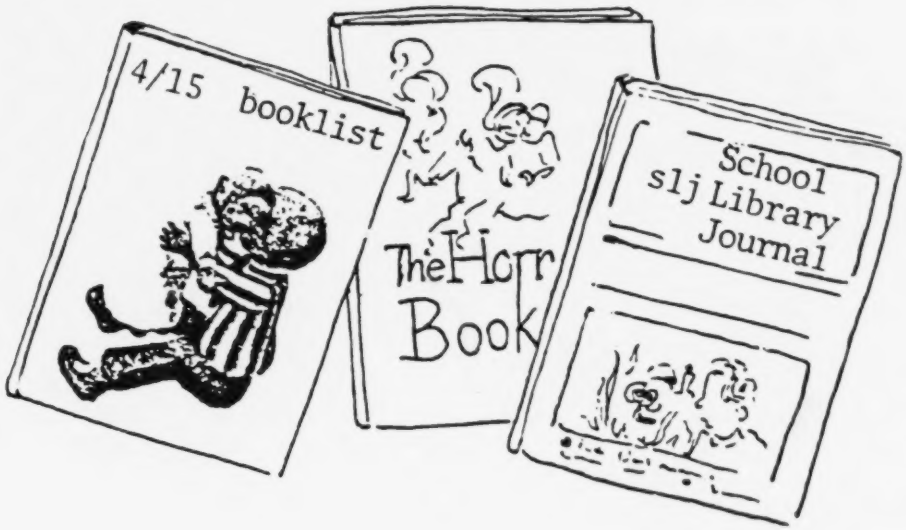
--published bi-monthly
--covers print and non-print K-12
--brief, critical reviews
--reviews by editors and media specialists
--not recommended titles are omitted

Book Report. Linworth Publishing Company

--reviews books (grade 5-up) and audiovisual materials
--rated with "highly recommended," "recommended," "optional purchase," and "not recommended"
--absorbing articles
--includes tips on library management from readers (library media specialists)

Books for Secondary School Libraries. R.R. Bowker

--compiled by Library Committee for National Association for Independent Schools
--9,000 nonfiction titles for secondary students
--subjects divided by Dewey classification
--up-to-date selection guide for the college bound student



*Bulletin of the Center for Children's Books. University of Chicago Press

--critical evaluations of about 65 books each month
--contains both favorable reviews and those of only marginal value
--reviews are by library media specialists, classroom teachers and subject specialists

*Children's Catalog. H.W. Wilson

--nearly 6,000 titles
--5 years between new publications
--annual supplements
--indexed by author, title, subject
--expanded coverage in topics of contemporary interest
--classified catalog arranged by Abridged Dewey with separate fiction, easy and story collections

Emergency Librarian.

--reviews professional literature, children's recordings, magazines, and paperback books
--interesting and informative articles
--excellent communication vehicle among professional librarians and educators

*The Elementary School Library Collection. Brodart Foundation

--over 13,000 titles
--annotates books and AV materials
--entry by author, title, and subject indexes
--reading level indicated (Fry formula)
--gives separate listing of books for beginning readers
--keynotes titles recommended for the gifted reader and slow reader

Gushers & Dusters. Oklahoma State Department of Education

--recent print publications are reviewed
--reviewed by Oklahoma librarians
--contains both favorable and not recommended reviews

Horn Book Magazine.

--recommended reviews only
--reviews films and recordings
--excellent articles
--lists Braille books

*Junior High School Library Catalog. H.W. Wilson

--over 3,000 fiction and nonfiction titles
--special emphasis given to topics of current interest
--paperbacks are included
--classified catalog arranged by Abridged Dewey, with separate fiction and story collections
--annual supplements
--indexed by author, title, subject

Kliatt Paperback Book Guide: Selected, Annotated List of Current Paperback Books.

--published three times per year
--valuable for high school selection
--descriptive, critical reviews by library media specialists

Media Review. Professional Evaluation of Instruction Materials

--reviews AV software only
--rating given on a one to four star basis
--includes items not recommended for purchase

Recent Books for Elementary Schools. Document #6, Library Resources, St. Dept. of Education

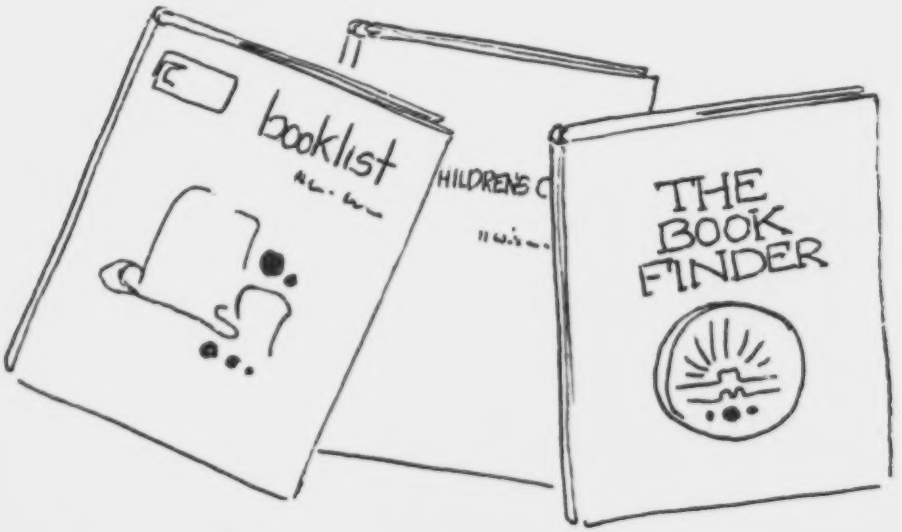
Recent Books for Secondary Schools. Document #3, Library Resources, St. Dept. of Education

*School Library Journal. R.R. Bowker

--reviews by librarians only, both favorable and unfavorable
--articles and news about libraries and related areas
--non-print reviews included

*Senior High School Library Catalog. H.W. Wilson

--over 5,000 titles
--full bibliographical information for each book
--author, title, subject index
--annual supplement between new editions
--classified catalog arranged by Abridged Dewey, with separate fiction and story collections



Top of the News American Library Association

--published quarterly
--reviews books considered currently significant

Virginia Kirkus Service.

--published bimonthly
--informative reviews of adult and children's books
--strong in review of fiction

VOYA. Voice of Youth Advocates

--reviews books and audiovisual materials including reprints and professional materials
--short, selected articles

The WEB. Ohio State University

--quarterly periodical devoted to reviewing books and suggesting ways that they can be used in the classroom
--a "web"--chart of connections among books and activities--in each issue
--occasional "teacher features" that describe successful programs or procedures
--yearly index

Wilson Library Bulletin. H.W. Wilson

--reports and comments on the world of librarianship
--articles and news about children and media
--reviews 60-80 children's and young adult books and films per year

DO'S AND DON'TS OF MATERIAL SELECTION

1. Do select materials based on objective criteria included in your selection policy.

2. Do select materials based on the needs of your school's curriculum and your students' interests and abilities.

3. Do provide quality books so that children are selecting from the best, even though these may be expensive.

4. Don't buy inexpensive materials in order to extend the budget if these are poor quality.

5. Do select materials you have examined or after you have found favorable reviews.

6. Do purchase materials from any source which provides the materials needed, the services desired, and the best return for your dollar.

7. Don't overdo the purchase of controlled vocabulary materials, even though some carefully selected ones are needed for slow readers.

8. Don't buy rewritten classics in a slick format for elementary children; let them grow up to these books in the original writing in attractive new editions and read them aloud until that time.

9. Don't spend your money on sets of books except the standard encyclopedias unless you are certain there is a need for each title in the series.

10. Don't keep shabby, out-of-date books of mediocre or poor quality on the shelves, even if the shelves look bare. These are poor fare for the eager or reluctant reader. "Weeding" is an important part of developing a quality collection.

ANALYZING CHILDREN'S MATERIALS FOR RACISM AND SEXISM*

CHECK THE ILLUSTRATIONS

1. Look for Stereotypes--A stereotype is an oversimplified generalization about a particular group, race or sex, which usually carries derogatory implications.

2. Look for Tokenism--Illustrations must be true to the people depicted, not caricatures or stereotypes.

3. Who's Doing What?--Are minorities in subservient, passive roles; male "doers" and females inactive observers?

CHECK THE STORY LINE FOR BIASES

1. Standard for Success--Do minority persons have to exhibit extraordinary qualities--excel in sports, get A's, to gain acceptance and approval?

2. Resolution of Problems--Are problems faced by racial minorities and females resolved by independently meeting challenges and finding their own solutions?

3. Roles--Are boys and girls participating equally in physical and intellectual activities? Are female achievements based on initiative and intelligence or to their good looks or to their relationship with males?

LOOK AT THE LIFESTYLES--If minority groups are depicted as "different", are negative value judgments implied? Minority people should be portrayed in all aspects of life, in different living situations, jobs and professions.

WEIGH THE RELATIONSHIPS BETWEEN PEOPLE--Are family relationships depicted in a biased manner? Are there accurate portrayals of one-parent and multiple-parent (divorce-remarriage) families?

NOTE THE HEROES--When minority heroes do appear, are they admired for the same qualities that have made nonminority heroes famous?

CONSIDER THE EFFECTS ON A CHILD'S SELF-IMAGE--Are norms established which limit any child's aspirations and self-concept (i.e., fathers in roles other than going to work or doing male-type chores, and mothers in roles other than housework and child-rearing)?

CONSIDER THE AUTHOR'S OR ILLUSTRATOR'S BACKGROUND--If the author or illustrator are not members of the minority being written about, is there anything in their background that would specifically recommend them as the creators of the book?

WATCH FOR LOADED WORDS--These words have insulting overtones, i.e., "savage," "primitive," "crafty," "docile," and "backward." Look for sexist language and adjectives that exclude or ridicule women. Look for use of the male pronoun to refer to both males and females.

LOOK AT THE COPYRIGHT DATE--Nonsexist books, with rare exceptions, were not published before 1973; copyright dates can be a clue as to how likely the book is to be overtly racist or sexist.

*Excerpted from the following:

10 Quick Ways to Analyze Children's Books for Racism and Sexism," The Council on Interracial Books for Children.

Little Miss Muffett Fights Back, Feminists on Children's Media, New York, 1971..

Citizens' Study--Sex Discrimination in the Kalamazoo Public Schools, 1972.

CRITERIA FOR EVALUATING PICTURE BOOKS

Probably the best way to learn to judge a picture storybook is to look searchingly at the finest that have been produced. The following questions will help direct attention to the factors that should be considered.

The content of the book

What is the story or content of the book?
In what genre of literature does it belong?
Where does it take place?
When does it take place?
What theme is presented?
For what age group does it seem most appropriate?
Are characters well delineated and developed?
Are stereotypes of sex, race, and others avoided?
What is the quality of the language?

The illustrations

How are the pictures made an integral part of the text?
How is action in the text reflected by action in the pictures?
How do the pictures help create the mood of the story?
How do the pictures show character delineation and development?
Are the pictures accurate and consistent with the text?
Are the pictures authentic?
Do they extend the text?

The media and style of illustrations

What medium or combinations of media have been used (watercolor, chalk, crayon, woodcut, collage, ink)?
How may many colors have been used?
Are the colors bright, soft, varied?
How would you describe the style of illustrating (delicate, vigorous, realistic, stylized, decorative)?
How has the illustrator varied style and technique?
What techniques seem to create movement or rhythm?
How has the artist created balance in composition?
Does the medium compliment the tone of the story?
Is the style appropriate to the story?

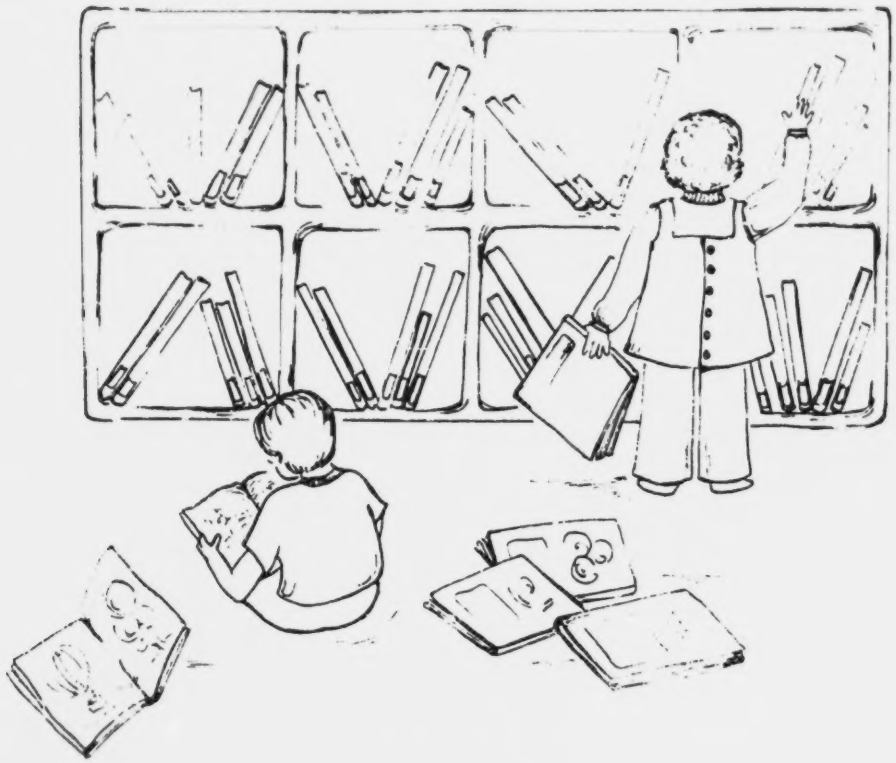
The format of the book

What is the size of the book?
Does the jacket design express the theme of the story?
Does the cover design convey the spirit of the book?
How do the endpapers reflect the theme of the book?
How does the title page add to the book?
Is the type design well chosen for the theme and reader of the book?
What is the quality of the paper?
How durable is the binding?

Comparison with others

How is this work similar to or different from other works of the artist?
How is this book similar to or different from other books with the same subject or theme?
What comments have other reviewers made about this book?
What has the artist said about his work?
What contribution will this book make to the growing body of literature for children?
How long lasting will it be?

Huck, Charlotte S. Children's Literature in the Elementary School. 3rd ed., New York: Holt, Rinehart and Winston, 1976, p. 127.



CRITERIA FOR EVALUATING FICTION BOOKS

Setting (When and where did the story take place?)

Should be clear and believable.
Biography--should be authentic.

Point of view (Who tells the story?)

Author may write as narrator and describe characters and setting.
Narrator may make no comment and simply let characters' actions speak for them.
If told in first person, voice may be an impartial bystander or a principal character.

Characters (Who are they? How are they revealed? How do they change and grow?)

Characters must be both believable and convincing.
Characters should develop naturally and talk in ways consistent with their age, sex, background, ethnic group and education.

Plot (What happens in the story?)

Plot is basically a series of actions that move the related sequence to a logical outcome.
If there is no sequence, book may be a series of episodes.
Plot needs an introduction to set the stage; a development involving conflict, opposition or a problem; and a climax of action or strong indication of resolution.

Theme (What is the main idea of the story?)

May reflect developmental values.
May have no specific theme but instead be just for fun; or highlight a person or period.

Style (How is the story written? What ideas are expressed?)

Involves author's choice of words, sentence patterns, and imagery used.
As in theme there should be appropriateness and integrity.

Adapted from Sutherland, Zena and Arbuthnot, May Hill Children and Books. 5th ed. Glenview: Scott Foresman, 1977, pp. 21-28.

CRITERIA FOR EVALUATING INFORMATION BOOKS

Accuracy and Authenticity

- Qualifications of the Author
- Accuracy of Facts
- Up-to-Date
- Including All the Significant Facts
- Avoiding Sterotypes
- Using Facts to Support Generalizations
- Making the Distinction Between Fact and Theory
- Avoid Anthropomorphism

Content and Perspective

- Purpose
- Intended Audience
- Adequate Coverage
- Demonstration of Scientific Method
- Interrelationships and Implications

Style

- Clarity and Directions
- Level of Difficulty
- Reader Involvement
- Vivid Language

Organization

- Structure
- Reference Aids

Illustration and Format

- Clarification and Extension of Text
- Suitability of Media
- Captions
- Formats

Huck, Charlotte S., Children's Literature in the Elementary School, 3rd. ed. updated, New York: Holt, Rinehart and Winston, 1976. p. 524.

CRITERIA FOR EVALUATING FILMS, FILMSTRIPS AND NONMUSICAL RECORDINGS

Authenticity

Is it authentic, accurate and up-to-date?
Is it free from bias, prejudice or misleading emphasis?
Is the author or producer well qualified?
Are translations and retellings faithful to the original?

Utilization

Will it stimulate and maintain the user's interest?
Will the user be stimulated to further study or discussion?
Is it useful with individuals as well as groups?
Are the format, vocabulary, concepts and methods of development appropriate for the intended audience?
Will it develop concepts that are difficult to get across in other ways?
Will it affect attitudes, build appreciation, develop critical thinking or entertain?
Does it achieve its stated purpose?

Content

Is it well organized and well balanced?
Is the script well written and imaginative?
Is it timely or pertinent to library, community or curriculum needs and problems?
Is the treatment, e.g. animation, dramatization, illustrated lecture, factual analysis, etc., appropriate for the subject?
Does it present information in ways that other materials do not?
Does it complement printed or other audiovisual materials in the same subject areas?
Could the subject be treated better by other media?

Technical Qualities

Is the photography, e.g., choice and handling of visuals, composition, color, focus, exposure, special effects, etc., satisfactory and effective?
Are the visuals other than photographs, e.g., paintings, illustrations, maps, charts, etc., well produced and effectively used?
Are the principles of artistic balance and design observed?
Are titles, captions and explanations readable and of suitable length and in proper positions?
Is the sound acceptable, e.g., good fidelity, realistic sound effects, synchronization and absence of conflicts between the background music or sound effects and the narration or dialogue?
Is the editing e.g., continuity, matching, rhythm, pacing, etc., satisfactory?
Do the actors have good voice quality, diction and timing?
Is the acting believable and convincing?
Does the narrator have good voice quality, diction and timing?
Is the narrator condescending in mannerisms and style?

Overall Rating

(In addition to the above criteria the following general criteria should be considered when giving the item an overall rating.)

Is the production imaginative and creative?
Is it of significant educational, social or artistic value?
Is it worth the purchase price?
Are accompanying guides or notes well written and helpful?
Is the packaging easily manipulated and durable?

---

*Developed by The Booklist and used with special permission.

The above criteria would also apply to the selection of video recordings.

SOFTWARE SELECTION AND EVALUATION

1. Does the software match your predetermined instructional objectives?

2. Is the specific strategy (i.e., problem solving, drill and practice, tutorial) compatible with the needs of students?

3. Does the software require prerequisite or entry level skills?

4. Has the software previously been evaluated in terms of its effectiveness in improving learner outcomes?

5. Does the vendor provide software updates and error correction? What is the cost of this service?

6. Is the software pedagogically sound and is there a diversity of instructional approaches?

   - What is the reading level used in the software and is it appropriate for the intended student users?
   - What is the overall visual effect of the material?
   - Are the pictorial simulations used where appropriate?
   - Do the content strands contain a sequence of lessons ranging from easy to difficult?
   - Does the teacher and/or student manual complement the software?
   - Is adequate documentation (at the appropriate reading level) provided with the software?
   - Does the program provide clear instructions to the student while interacting with the computer?

7. Is the software user-controlled?

   - Can there be random selection of software content?
   - Can the user branch to various parts of the lesson for help, glossary, etc., and get back again?
   - Are the next steps clear?
   - Does the user control the reading rate and pace?
   - Can the student decide to revise work previously completed during a session?

8. How is feedback to students provided?

   - Are explanations provided on why incorrect response was unacceptable?
   - Are incorrectly spelled answers accepted? Is the spelling error corrected in feedback to the students?
   - What happens when the student input is not recognizable by the computer?
   - Are wrong answers treated appropriately--not demeaningly?

9. Does the software provide for permanent management and scoring or is it lost when the machine is turned off?

10. Is the software easily and quickly loaded into the computer?

11. Is the name and address of the software developer/vendor provided if a user has questions, recommendations, or problems.

12. Will teacher training be required to use the software and who will provide the training?

13. Are "backup" disks, cartridges or tapes provided with the program?

Adapted from: Guide for Selecting a Computer-Based Instructional System. Texas Education Agency and printed with special permission.

AUDIOVISUAL PREVIEW POLICIES

Whenever possible all audiovisual materials should be previewed before purchasing to insure that the accuracy, quality of presentation, and format meets the educational objectives and goals desired. Most materials may be obtained on 30 day approval.

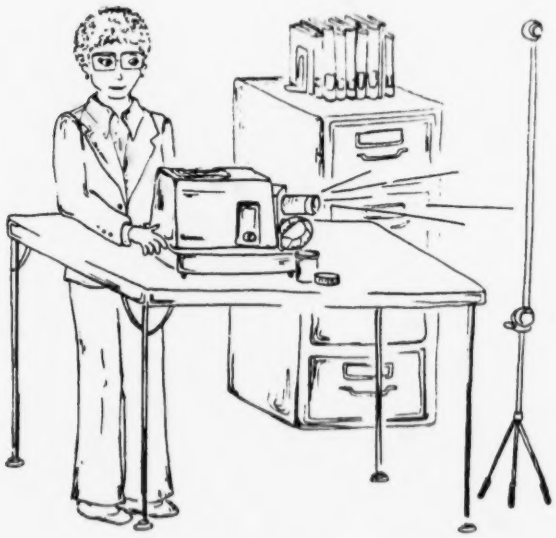
In most schools previews must be submitted to the administration on a form such as a standard requisition, preview letter, or request slip. (See Appendix, page 219)

If a requisition is used it must be completely filled out and signed by both the requesting teacher and the librarian.

PREVIEW POLICIES

Preview policies vary from school district to school district but they have several criteria in common.

1. Materials should be selected for a specific area where the collection is inadequate, and should be evaluated by a subject specialist in that area for accuracy, clarity or presentation, appropriateness for the grade level, organization, and to verify that the material covered conveys a complete concept of the subject.
2. The subject specialist should be sure that the material offers the student opportunities for development in various educational areas. (See Appendix page 221)
3. The librarian should preview the materials to insure the quality of presentation, i.e., color, clarity, quality of sound, etc.
    a. The advance bell on cassette tapes should not be too frequent or loud. The change of the tone of the narrator often will indicate the tape has been spliced or dubbed over.
    b. The format must suit the subject, i.e., maps may be most suitable for a presentation instead of a cassette tape or filmstrip because the teacher may want to pause to point out a specific area, etc.
    c. Are visual presentations in color, black and white, or a mixture of both? If a combination is used, does it distract or enhance the presentation?



PURCHASING PROCEDURES

After the selection process is completed it is time to prepare the purchase order--or requisition. Since school districts vary in their procedures, it is wise to check with the administration office, or purchasing office, to find out exactly what format and procedures they prefer. The librarian should also find out which account numbers will be assigned to the library media center, i.e., BOOKS 0230.01; PERIODICALS 0230.02; AUDIOVISUAL 0230.03; OFFICE SUPPLIES 0230.04, etc.

REQUISITION PROCEDURE

Forms vary with the school district but usually are in duplicate and include approximately the same information.

1. Complete the requisition form and attach any preview forms used for selection--it is also a good idea to include the rationale for purchasing the materials if space at the bottom of the requisition is available. Send the form to the principal for approval.

2. Price quotes (bids) are available from many jobbers upon request.

3. Some items such as equipment, books, replacement bulbs, and furniture are available on a state contract basis at less than list price. Call or write the State Board of Public Affairs Contract Section for information. Telephone 405/521-3835

4. It is wise to over-order on books by approximately one-third of the budget. You may wish to type on the purchase order "Do Not Exceed $_____."

5. Send the approved requisition to the purchasing office for ordering.

6. Once an order is placed, a duplicate copy of the requisition is usually returned to the librarian.

7. Subtract the funds from the account number assigned to the returned requisition.

8. Place the requisition copy on a clipboard, or in a file, labeled OUTSTANDING REQUISITIONS 19___ to ___; requisitions are easily located if they are placed in numerical order by the purchase order number.

SHIPMENT ARRIVALS

Following basic procedures eliminates confusion and allows for prompt follow-up correspondence.

1. When a shipment arrives correlate the purchase order number on the packing slip with the purchase order number on the requisition.

2. Check each item off the requisition as it is unpacked. At this time materials may have the date, price, and vendor noted in pencil for later use in cataloging.

3. Record the date of receipt on the requisition and note any errors in shipment. Vendor should be promptly notified.

4. Attach the packing slip and any related correspondence to the requisition.

5. If the order is completed notify the purchasing department. Price changes and shipping costs should be reported back to the media specialist.

6. If the order is incomplete return the requisition to the file.

COMPUTERIZED COLLECTION DEVELOPMENT: AN OVERVIEW

An entire system of collection development which is linked closely to the curriculum of a school and accountable to that curriculum needs a reorientation of traditional collection development practices. In districts where there is a library media supervisor, that person may do a great deal of the background work to build a complete system for the district as a whole. The advantage of a district policy and accompanying district collection development system is that all the collections of a district can be linked together to provide a broader range of materials for less money.

The entire computerized collection development system proposed here is in four phases which may take two school years to implement:

1. Collection mapping.
2. Mapping the collection in depth.
3. The computerized acquisition system.
4. Collection evaluation.

In Phase One, the school library media center collection will be mapped to show graphically the strengths of the collection. This mapping technique is straight forward and allows the library media specialist to begin to think of collection development in a framework of curricular segments instead of a massive, too-broad view of collection building. When the library media specialist is comfortable with the collection mapping procedures, then the actual collection development system may be put in place.

Beginning with Phase Two, the proposed collection development system will focus on the needs of the curriculum, provide the computerized acquisition system (Phase Three) to fit those needs, and provide the evaluative and budgetary tools (Phase Four) needed to assess the effect of the collection on instruction.

While the following presents a brief overview of the system, two useful publications are recommended:

1. AppleWorks for School Librarians by May Lein Ho. Hi Willow Research and Publishing (P. O. Box 1801, Fayetteville, AR 72701-1801) $21.50 (post paid), 1985. Useful for those who want to learn "AppleWorks" with a template disk of examples specifically tailored to the school library media specialist.

2. Loertscher, David V., ed. "Measures of Excellence for School Library Media Centers." The Drexel Library Quarterly, Vol. 21, #2, 1985. An entire issue devoted to new evaluation measures including an in-depth article on collection mapping and a report of the research done on collection mapping in 80 schools. Two articles from this issue are available on Side Four of the accompanying template disks.

Phase One:

Collection Mapping

The library media specialist who wishes to systematically build a collection of books and audiovisual materials should remember the sage advice, "If you want to eat an elephant, cut it up into little pieces." To follow that advice, why not divide the collection into several small manageable segments which match the various parts of the curriculum? Each of these pieces could then be built, weeded or maintained as curriculum needs dictated. Each segment would have a corresponding piece of the total budget pie depending on the priorities assigned to that part of the collection, i.e., build, maintain, or de-emphasize.

For the school library media center, it would seem logical to divide collection development into three main areas: (1) The building of the collection as a whole (titled the basic collection) which serves a wide variety of interests and needs; (2) The creation of general emphasis area collections which contain materials to support whole courses of instruction or many units of instruction such as American history, science, home economics; (3) The creation of in-depth specific emphasis area collections which support single units of instruction such as Civil War, dinosaurs or cooking.

How should the system work?

Step #1: Create a collection map which will put in graphic form the various segments of the collection. A collection map is a visual supplement to the card catalog which graphically displays the breadth and depth of a library media collection. Such a map would be displayed on a large poster in the library media center for everyone to review. It would serve as a key to the collection showing strengths, collection targets, and collection size in a single chart. Also, it would show how well each of the collection segments reacts to curricular demands. Each school's collection map might be completely different from the collection map of a neighboring school. Several schools could coordinate their selection policies to create complementary collections which would be shared regularly.

Step #2: Evaluate how well each segment is reacting to the demands made upon it. The best evaluative tool of a collection is how it responds to teacher and student needs. Every time a major demand is placed upon one of the emphasis areas of the collection or upon the general collection, the library media specialist and the teacher should evaluate how well the collection responds. With input from the students, these two people can quickly rate the collection on a number of points which might include the following:

a. A variety of media (print, AV and computer).

b. Materials which are current (as needed by the topic studied).

c. Materials relevant to needs.

d. Materials which are durable and in good repair.

e. Enough materials for the number of students studying the unit.

f. Materials which span the reading/viewing/listening/comprehension levels of the students.

g. Materials which appeal to student interests.

h. Materials which span opinion/cultural/political issues if appropriate.

i. Ease of access to materials, equipment and facilities given reasonable time for planning.

j. The best of new materials purchased for the unit.

The answers to these questions of quality should be translated into a gold sticker attached to the collection map for "exemplary," a silver sticker for "superior," a bronze sticker for "good," and a frowny face sticker for "major improvement needed" or "deficient."

Step #3: Create a large poster of the collection map for public display. Be sure to include both qualitative and quantitative analyses.

Step #4: Use the collection map as a planning tool, a bragging tool, a begging tool, an evaluative tool, a usage tool, and a sharing tool. A collection map which may have several or many segments could be used for: (a) showing faculty and students the strengths of a collection; (b) evaluating whether the strengths of a collection match the curriculum of a school; (c) suggesting the most logical areas of the curriculum that can be served the most effectively; (d) suggesting purchasing targets; (e) suggesting areas of the collection that might be irrelevant; and (f) demonstrating areas of need and areas of excellence.

Step #5: Build a sound acquisition program which matches the segmentation of the collection.

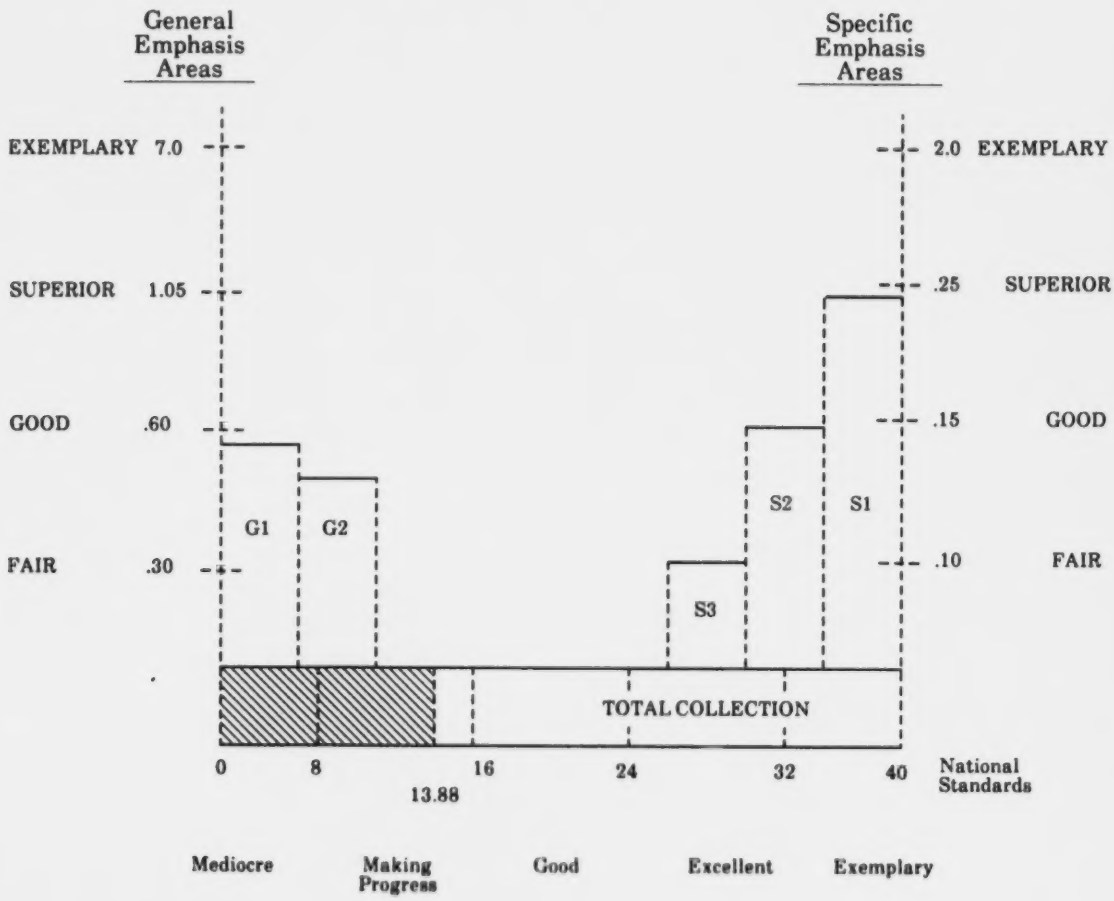
Step #6: Build a budgeting system which matches the segments of the collection map.

The following is a sample collection map which might be drawn for an elementary school. It contains general emphasis collections for folklore & fairy tales and animals. Specific emphasis collections include dinosaurs, frontier & pioneer life and Indians of North America.

SAMPLE ELEMENTARY SCHOOL
CURRENT COLLECTION MAP

Date:	Sept. 5, 1986
School Name:	Washington
No. of Students:	597
Total Collection Size:	8,289
Items/student:	13.88

Emphasis Area Name	#of Items	Items/Student
G1. Folklore & fairy tales	305	.51
G2. Animals	263	.44
S1. Indians of North America	150	.25
S2. Frontier & pioneer life	79	.13
S3. Dinosaurs	53	.09



(Note: All numbers charted in items per student.)

Phase Two:

Mapping the Collection in Depth

The purpose of mapping the collection in Phase One is to show the strengths of the present collection. In Phase Two, the curriculum will be analyzed and compared to the present strengths of the collection. In consultation with teachers and administrators, proposals will be made to create new emphasis collections. Then a second map titled "Proposed Collection Map" will be created to show what the collection should contain. This proposal will be matched to a realistic budget.

The procedure in brief will include:

1. Building a curricular topics master list. This would be done by consulting curriculum guides, textbooks used in the school, newly adopted texts, and actual lesson plans of teachers. Both present and future plans for curricular change should be included. This list should include the titles of all courses of instruction and all unit titles taught in those courses. For example:

   U.S. History
   - Settlement
   - Revolution
   - Civil War
   - 20th century

   Science
   - Animals
   - Plants
   - Space

   Recreational Reading
   - Science fiction
   - Mysteries
   - Romance
   - Beginning readers

2. Ranking the curriculum topics list to decide what emphasis areas should be built to support the present and future curriculum. Have administrators and teachers help decide what emphasis area collections should be built in the library media center.

3. Re-checking the current collection to see how much material is already owned in emphasis area collections.

4. Deciding the fate of the emphasis collections. Have teachers and administrators help decide what should happen to the emphasis area collections over the next few years.

5. Re-mapping the collection to include the desired emphasis areas. Include the emphasis areas from the original collection map. This second map entitled "Proposed Collection Map" will contain the current strengths and the proposed collection strengths. Present strengths will be solidly colored on the map. Proposed strengths will be represented by dotted lines.

6. Creating budget allocations for each emphasis collection from the new collection map in consultation with administrators and teachers.

   Besides emphasis collections, budget allocations will be made for "Outstanding" (the best of the best published each year), "Basic" (new items which have general value across the curriculum), and "Annual Purchases" (those items that are regularly purchased, i.e., an almanac).

Phase Three:

The Computerized Acquisition System

Since the collection map now contains both present and proposed emphasis areas, an acquisition system needs to be built which matches the map. A computerized system is recommended to help in the building of consideration files, purchase orders, received files, and budget tracking.

The procedure to summarize would include:

1. Analyzing the types of the materials to purchase for each emphasis collection. For example: for the Civil War unit, look for original source materials, materials for special learners, pictorial sources, and "range of opinion" materials to add to the present collection.

2. Preparing a spreadsheet to match the emphasis areas.

3. Selecting materials from reviews, bibliographies, previews, etc.

4. Creating an acquisition file which will also serve as the on-order file and the received file.

5. Using the power of the database to make purchase decisions and creating purchase orders from the acquisition file.

6. Recording received items in the computer file and deciding on the disposition of items not received.

7. Entering revised budgetary information into the spreadsheet.

8. Creating new materials announcements from the computerized file.

9. Creating a new collection map. This map becomes next year's current map.

Phase Four:
Collection Evaluation

As materials are acquired, the collection map will change. An evaluation system which will measure these changes should be in place. Administrators should know where the money has gone, if the money has made any difference, and how well the current collection is serving curricular needs.

The procedure to summarize will include:

1. Evidence that the collection of the library media center supports the curriculum of the school.

2. Documentation that a plan to build a curricular-oriented collection with the accompanying policies, staff expertise and realistic budgeting practices is in place.

3. Demonstration that an acquisition system which matches curricular priorities is in place.

4. Evidence that each type of media included in the library media center is considered as a system and is supported properly.

5. Confirmation that the library media collection is only one node in a network of collections which service the school.

6. Verification that the library media collection reflects democratic ideals, intellectual freedom and cultural diversity.

7. Easy-to-understand evidence of what is being spent on library media collections, how the money is being spent, what difference it is making and what should happen to the collection in the future.

The major evaluation instrument to be used in Phase Four Follows.

ASSESSMENT OF THE LIBRARY MEDIA COLLECTION'S RESPONSE TO CURRICULAR DEMANDS

Directions: Together, library media specialists, teachers and students should answer the following items.

Teacher: _____ Library Media Specialist: _____

Curricular area: _____ Unit Title: _____

Emphasis Collection Used: _____

Grade Level: _____ Date Evaluated: _____

1. How heavily did the collection get used for this unit?

_____ Scale: 5 = very heavy use
4 = heavy use
3 = moderate use
2 = some use
1 = not used

_____ Actual circulation or use figures (optional)

If not used, why? _____
(Reasons for non-use may be rated in question 2)

2. How did the collection respond?

Scale: 5 = excellent
4 = above average
3 = average
2 = below average
1 = poor

_____ Variety of media (print, AV, computer).
_____ Materials which are current (as required by the topic studied).
_____ Materials relevant to needs.
_____ Materials which are durable and in good repair.
_____ Enough materials for the number of students studying the unit.
_____ Materials which span the reading/viewing/listening/comprehension levels of the students.
_____ Materials which appeal to student interests.
_____ Materials which span opinion/cultural/political issues if appropriate.
_____ Ease of access to materials, equipment and facilities given reasonable time for planning.
_____ New materials purchased for this unit.

_____ **AVERAGE RATING** (include only the rated items) (can be done in the spreadsheet)

Quality rating symbol for collection map:

*** Gold Medal ***	5.00-4.50
** Silver Medal **	4.49-4.00
* Bronze Medal *	3.99-3.00
" Frowny Face "	below 3.00

3. Teaching techniques used:

4. Media activities:

   a. Information, production, research, and study skills taught (if needed):

   b. Other activities involving library media materials (brief description):

   c. How well did the activities contribute to the unit?

5. What do we need that we don't have? (books, AV, periodicals, etc.)

6. How well did the LMC staff, facilities, and equipment function?

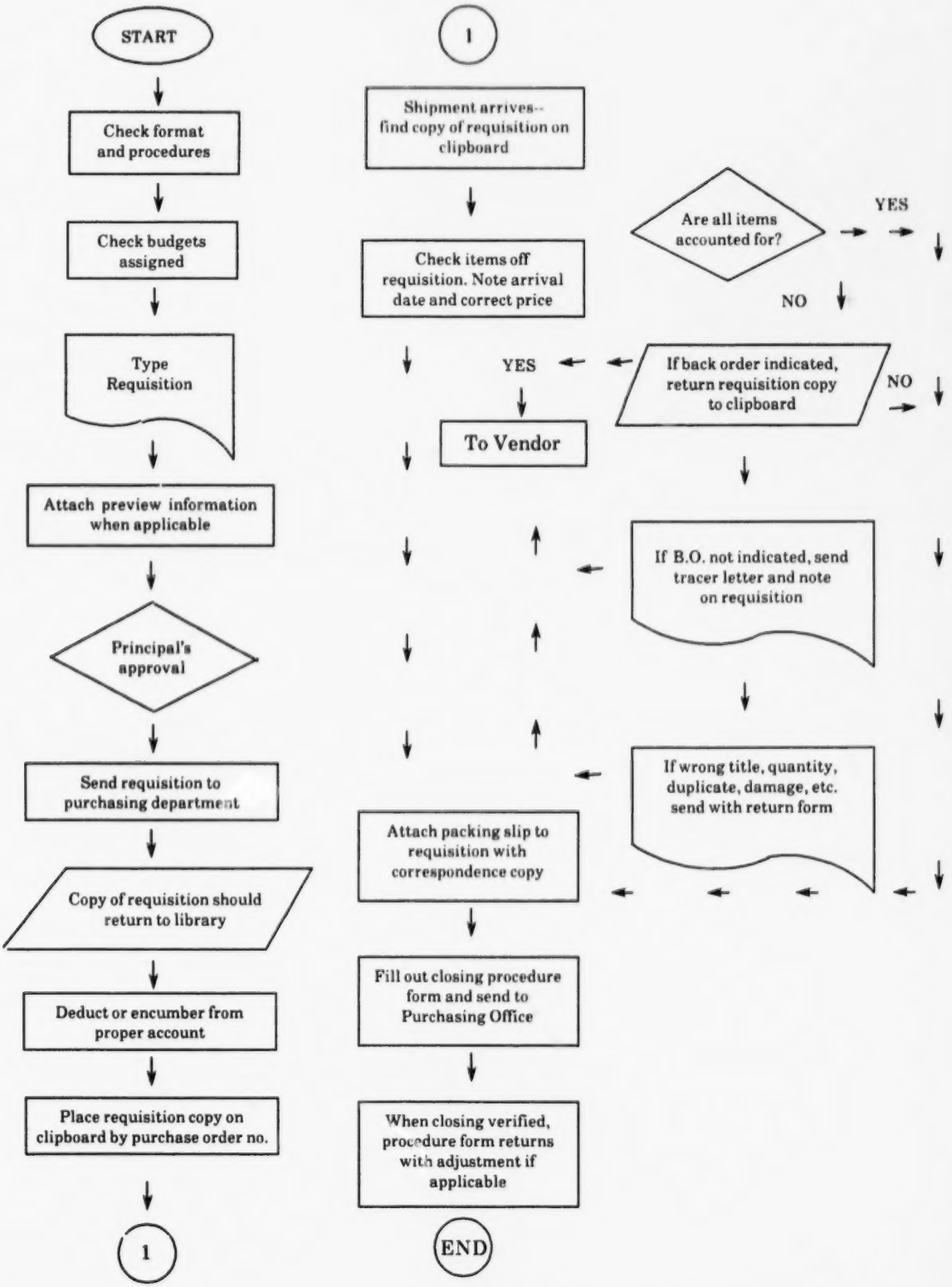
7. How well did students respond to the LMC activities and materials?

8. What type of learners were shortchanged?

9. Compliments and notes for improvement?

Loertscher, David V. and May Lein Ho, Computerized Collection Development for School Library Media Centers, Fayetteville, Arkansas: Hi Willow Research and Publishing, 1986.

ACQUISITIONS


START
Check format and procedures
Check budgets assigned
Type Requisition
Attach preview information when applicable
Principal's approval
Send requisition to purchasing department
Copy of requisition should return to library
Deduct or encumber from proper account
Place requisition copy on clipboard by purchase order no.
1
1
Shipment arrives-- find copy of requisition on clipboard
Check items off requisition. Note arrival date and correct price
Are all items accounted for?
YES
NO
If back order indicated, return requisition copy to clipboard
YES
NO
To Vendor
If B.O. not indicated, send tracer letter and note on requisition
If wrong title, quantity, duplicate, damage, etc. send with return form
Attach packing slip to requisition with correspondence copy
Fill out closing procedure form and send to Purchasing Office
When closing verified, procedure form returns with adjustment if applicable
END

PROCESSING

SUGGESTIONS FOR ORGANIZING A CENTRAL LIBRARY MEDIA COLLECTION

1. Hire a library media specialist.

2. Order library tools (books essential to library media organization). See Bibliography.

3. Order supplies, furniture, etc.

4. Have teachers list books and materials from their rooms which are to be considered for the central collection.

5. Using teacher lists and standard selection tools, such as the Elementary School Library Collection, High School Catalog, or Children's Catalog, the library media specialist selects materials to be moved to the central collection.

6. After materials have been collected in a central place, the library media specialist goes through them weeding with a more critical eye. Remember you are striving for a quality collection and not numbers. See Maintenance Section, page 154 for weeding hints.

7. After weeding, books should be roughly grouped either by general subject (fiction, biography, science, fairy tales, history, etc.) or by author.

8. Prepare an order for commercial catalog cards for books. Order should list author's name, title, publisher and copyright date. (See page 39 for commercial catalog sources.)

9. While waiting for catalog cards for the book collection, audiovisual materials can be cataloged and processed. Many producers/publishers provide cards and if you have numerous sets to catalog, it might be advantageous to write the companies. Also, commercial cataloging for non-print materials is available.

10. Equipment needs to be checked for repairs and a circulation and inventory system set up. (See Equipment Section.)

11. When catalog cards for the books arrive, process the books with cards. Original cataloging must be used for books without commercial cards, using a simplified method. You may wish to consider a software program if you have access to a microcomputer.

12. Analyze the collection on hand. Order new books and materials, involving teachers in the selection process. Books should be ordered pre-processed or shelf-ready whenever possible.

13. File cards in the card catalog.

14. Conduct an orientation for the staff.

15. Create a flexible schedule so that all students have an opportunity to use the center.

16. Work with a library media committee to set up policies and rules for the use of the facility and the circulation of materials.

17. Publicize materials and services.

Keep a positive outlook and don't become discouraged. It is a time-consuming job. Encourage administrative and faculty support for the time needed in organization and reward their patience with the very best of service when in operation.

PROCESSING OF BOOKS

RECEIVING PROCESS

1. Unpack boxes and check packing slip against the books received.
2. Arrange alphabetically by author on book truck.
3. Check off each book on purchase order.
4. Verify receipt of books by dating and initialing purchase order.
5. Pencil in price of each book (upper right hand corner of flyleaf).

OPEN AND COLLATE BOOKS

1. Cover dust jacket with mylar book jacket covers, if pre-processing was not used.
2. Collate by opening the front cover and then the back. Follow through by lightly creasing down the front flyleaf and then the back flyleaf. Work alternately from the front and back toward the center of the book, pressing down a few pages at a time. This will increase the number of circulations.
3. Examine book for defects such as up-side down pages, missing pages, etc. If defective, contact the vendor.
4. If uncut pages are found, separate them by inserting a catalog card or other card which has enough weight and a sharp edge capable of splitting the edges neatly apart.

ACCESSIONING

More and more school library media specialists are finding they can delete this step in the processing procedure and save a great deal of time. Most information needed for an item can be found or placed on the shelf list card. If, however, you use a computerized circulation system, it is desirable to accession each item with a unique number. Copy 1, Copy 2, etc., is used to distinguish books of the same title.

The following information is placed on the shelf list card:

Copy number

Name of vendor (optional)

Date purchased

Cost of material

Source of funds (federal, state or local)

STAMPING

1. Use property stamp on:

   inside front and back flyleaf

   on title page

   on card pocket

2. All books purchased with federal funds must be marked with the appropriate source and year of funding.

COMMERCIAL CATALOGING

The use of printed catalog cards is highly desirable. These cards can be ordered from the vendor when placing an order. Other sources are available and are invaluable when organizing a media center from classroom collections.

1. Upon receipt of catalog cards, check against order form to determine if all sets were received.

2. Verify subject headings on commercial cards by using Sears' List of Subject Headings and make additions or corrections as established for the center.

3. Verify carefully the information on the title page. It should be reproduced accurately.

4. Type the copy number, accession number, price and purchasing information on the shelf list card. Source of funds (federal, state, or local) should also be included.

It is much more cost effective to order books preprocessed and with commercial catalog cards. Studies have shown that cataloging alone can cost the library in excess of $8 per book. The time saved by the library media specialist can be used to provide additional services to students and faculty.

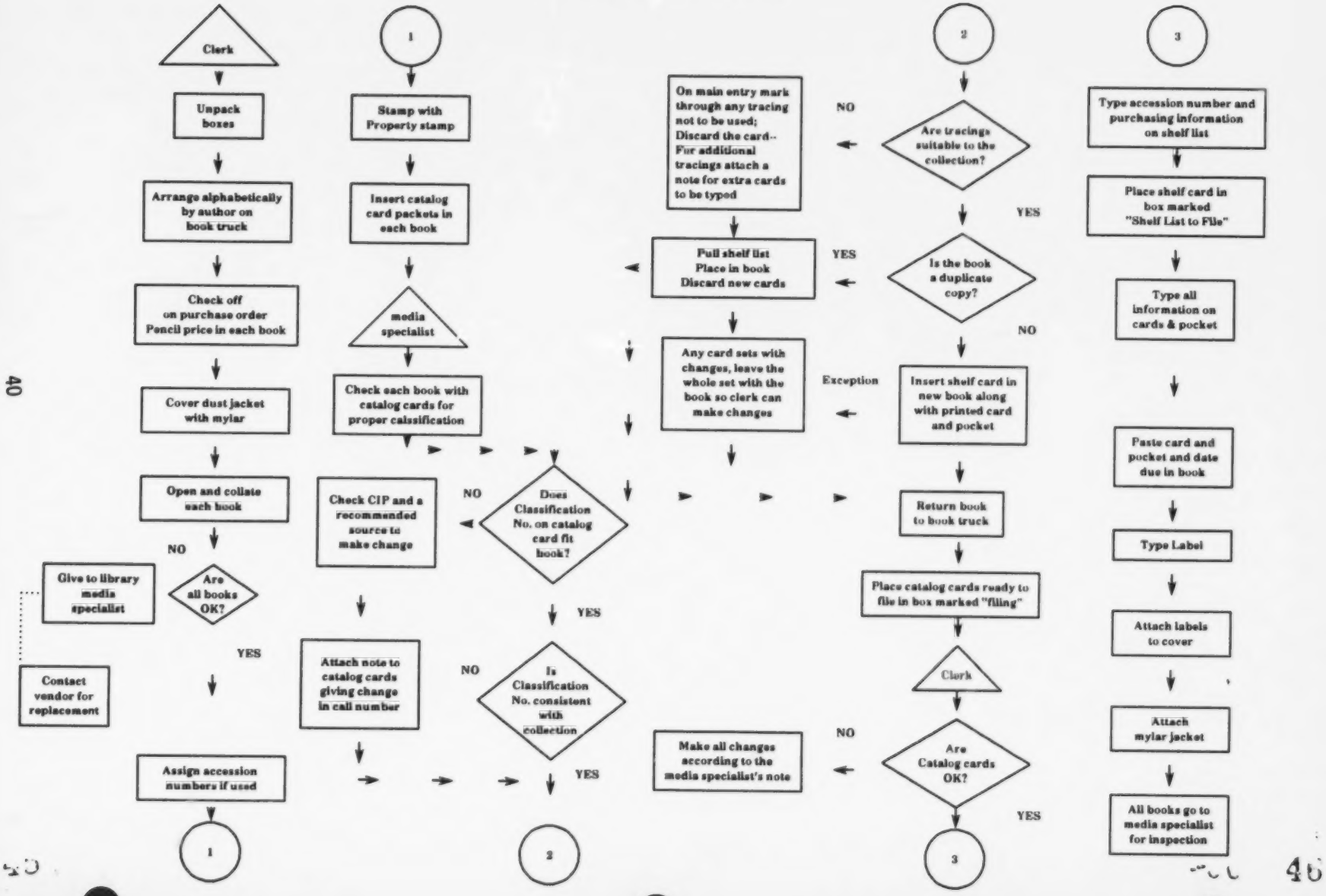
Some sources for printed catalog cards include:

Kits Only
500 Arch Street
Williamsport, PA 17705
1-800-233-8467

Catalog Card Corp.
11300 Rupp Drive
Burnsville, MN 55337
1-800-328-2923

Specialized Service & Supply Co.
321 Bank Avenue
Cincinnati, OH 45217
(Nonprint)

PROCESSING NEW BOOKS


Clerk
Unpack boxes
Arrange alphabetically by author on book truck
Check off on purchase order Pencil price in each book
Cover dust jacket with mylar
Open and collate each book
NO
Are all books OK?
Give to library media specialist
Contact vendor for replacement
YES
Assign accession numbers if used
1
1
Stamp with Property stamp
Insert catalog card packets in each book
media specialist
Check each book with catalog cards for proper calssification
Check CIP and a recommended source to make change
Attach note to catalog cards giving change in call number
NO
Does Classification No. on catalog card fit book?
YES
NO
Is Classification No. consistent with collection
YES
2
2
On main entry mark through any tracing not to be used; Discard the card-- For additional tracings attach a note for extra cards to be typed
NO
Are tracings suitable to the collection?
YES
Pull shelf list Place in book Discard new cards
YES
Is the book a duplicate copy?
NO
Any card sets with changes, leave the whole set with the book so clerk can make changes
Exception
Insert shelf card in new book along with printed card and pocket
Return book to book truck
Place catalog cards ready to file in box marked "filing"
Clerk
Make all changes according to the media specialist's note
NO
Are Catalog cards OK?
YES
3
3
Type accession number and purchasing information on shelf list
Place shelf card in box marked "Shelf List to File"
Type all information on cards & pocket
Paste card and pocket and date due in book
Type Label
Attach labels to cover
Attach mylar jacket
All books go to media specialist for inspection

CATALOGING

Original cataloging must be done for all materials if commercial cards are not available.

1. Make a work slip on 3" x 5" note paper. Record information from the title page: author, title, publisher, date of publication. Record number of pages and types of illustrations. Add accession or copy number. Work slip may serve as temporary shelf card until cards can be typed.

2. Select appropriate subject headings from Sears' List of Subject Headings. Add to work slip.

3. Add other tracings to work slip.

4. Annotate work slip if desired.

5. Add classification number to work slip and three letters of the author's last name. (See Classification Procedures.)

6. Type unit set of catalog cards. (See Procedure for Typing Catalog Cards.)

CLASSIFICATION PROCEDURES

1. Check first to see if book is listed in Children's Catalog, Elementary School Library Collection, Junior High School Library Catalog, or Senior High School Library Catalog. If so, use this classification number. If not:

    a. Read the introduction and foreword.

    b. Examine the table of contents.

    c. Skim the body of the book.

2. Assign the classification number, after consulting the Dewey Decimal Classification and Relative Index, Abridged Edition.

3. Check the shelf list to avoid discrepancies. Be sure the classification number, or any modification of the number, is identical to that used for other materials of the same nature.

4. Since the purpose of classification is to group books of a similar subject together, borderline books should be classified according to the subject with which they are most useful.

5. Special Classifications:

   use SC for short story collections.
   use B for individual biography.
   use 920 for collective biography.
   use F for fiction.
   use E for easy fiction/picture books.
   use R above the class number to indicate a reference book.
   use P above books that are in the professional collection.

6. Under the classification number the first three letters of the author's last name are used.

PREPARATION OF BOOK FOR THE SHELF

1. Assign copy number and accession number (if used) and type it on:

   shelf list card
   circulation card and pocket

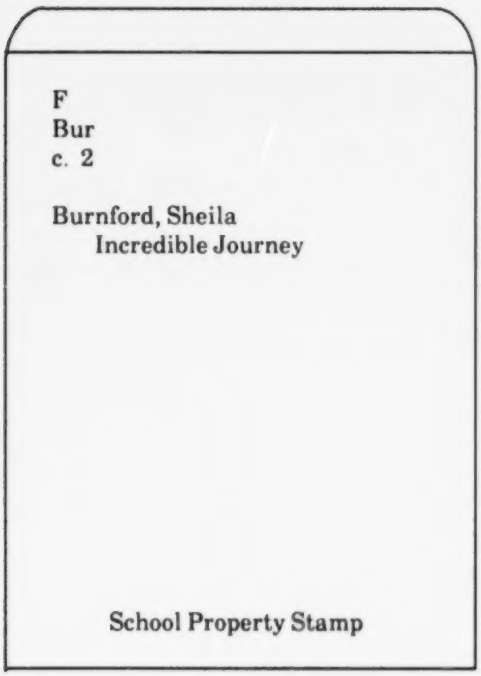
2. If printed card and pocket did not come with book, type classification number, author, title, and copy number if there is one. (You may add book price to book card.)

3. Paste card and pocket and date due in book.

4. Attach label to spine (one and one-half inches from the bottom).

5. Cover label with mylar seals or if book jacket is to be used, cover the jacket with mylar book cover.

BOOK POCKET



BOOK CARD

(optional)

F Bur c. 2	$6.18
Burnford, Sheila	
Incredible Journey	
Date	

DATE DUE SLIP

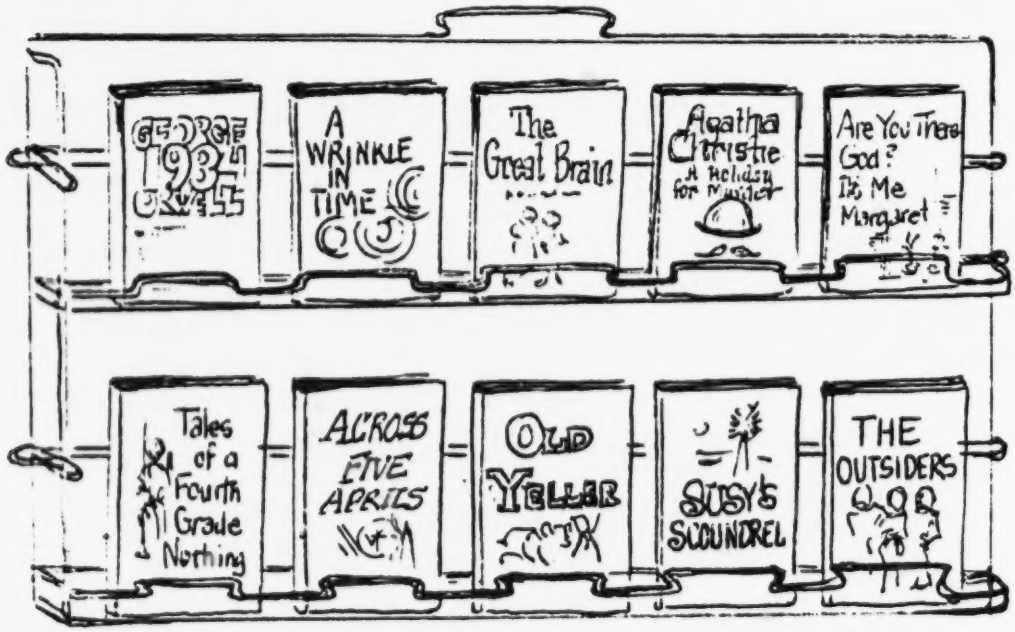
DATE DUE				

PROCESSING OF PAPERBACK BOOKS

Library media centers vary in the way in which paperbound books are processed. If they are to be intershelved, it is probably wise to catalog and process the paperbacks in the same manner as hardbacks. However, the practice in many schools is to use a simple processing method giving paperbacks an accession number only (PB-01, PB-02) and dispensing with a call number.

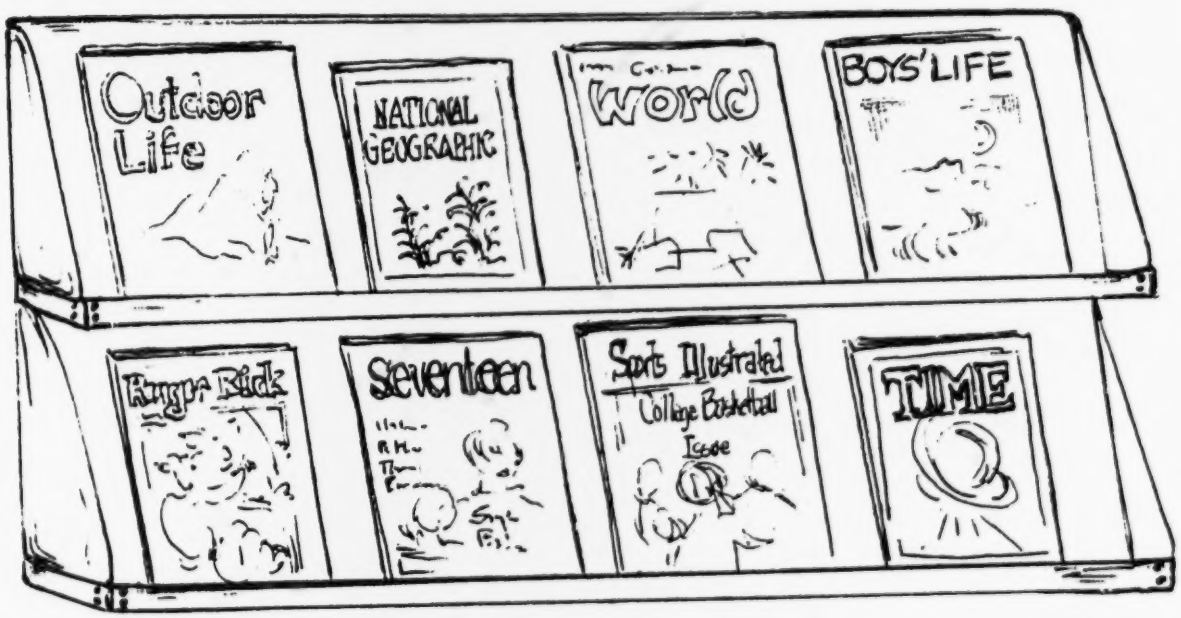
Cataloging is then limited to a shelf list card showing accession number and a duplicate card in a separate card catalog drawer entitled PAPERBACKS in which cards are alphabetized by title. If cataloged as hardbacks, it should be noted on the shelf list that the copy is a paperback.

Some school librarians have found paperbacks have a longer circulation life when students or volunteers cover each book with a clear plastic film available from any dime store or discount house.



PROCESSING PERIODICALS

Periodicals are those items which arrive at regular intervals throughout the year. Magazines and newspapers are the typical periodicals for a school media center. The most recent issue is displayed in a CURRENT PERIODICALS RACK in the media center accessible to the students. Older issues are usually stored for later research needs. A list of subscription agencies may be obtained from Steps to Service. (See Bibliography.)



To process each periodical:

1. Prepare a separate check-in card according to the frequency of that item (i.e., daily, weekly, monthly, etc.) by typing the title and year in the appropriate place. Keep the cards in a file arranged alphabetically by title.

Call No.			Consumer Reports														Title page
			Nos. per Vol.				Vols. per Year				Frequency						
			Bound														Index
			Prepared				In Bindery										
Year	Ser.	Vol.	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	T.P.	I.	Claimed

2. When the magazine arrives, pull the check-in card and indicate the issue received by marking the correct date.

3. Stamp the magazine with the school property stamp on the front cover. Paste in checkout card, pocket, and date due slip.

4. Replace the earlier issue with the new issue in a magazine cover (if available) and put on the Current Periodicals Rack.

5. Place the older issue in the periodical storage area. A back-run of five years is recommended for research purposes.

A Periodical Holding List should be prepared to facilitate students' use of back issues. This is an alphabetical list of all magazines in the media center showing the dates available for each title and format. The Periodical Holding List should be kept near the magazine indexing service (Abridged Reader's Guide to Periodical Literature or Children's Magazine Index) where it will be most used.

A computer program is also available whereby a holdings list can be quickly made.

PERIODICAL HOLDING LIST

(Indexed in Reader's Guide)
H - Hard copy
M - Microfiche

Title	Holding
Atlantic Monthly	1977 -
Audubon	1978 - H 1976-78 M
Better Homes & Gardens	1977 -
Business Week	9/1980 -
Consumer Reports	1977 -
Current History	1976-77 M 1978 - H

PROCESSING OF NONPRINT MATERIALS

Audiovisual materials require special handling due to the number of pieces and the nature of the materials. With the revision of Anglo-American Cataloging Rules (AACR2) there are now explicit directions for the cataloging of all nonprint materials. There are several handbooks which aid in using the cataloging code; however, no attempt should be made to do original cataloging unless the librarian has been trained in this procedure. Instead, cataloging should be ordered with the materials at the time of purchase or from a cataloging service. The processing of the catalog cards would then follow the same steps as for a book

The following terms are used in the AACR2 General Material Designations List to indicate format:

globe	microfilm
map	motion picture
art original	kit
chart	diorama
filmstrip	game
flash card	microscope slide
picture	model
slide	realia
technical drawing	sound recording
transparency	video recording
machine-readable data file	

Each piece of a set needs to be marked with the school property stamp and the call number. The source and year of funds must be placed on the materials if they are purchased with federal funds. If a rubber stamp can't be used, the information can be typed on self-adhesive labels.

The checkout card for audiovisual (AV) materials needs to indicate exactly what pieces are included so that the set can be checked for all pieces when it is returned to the library. If possible, the pocket should be glued inside the box the set is housed in. If no pocket can be attached, as in the case of a single filmstrip, a temporary checkout card can be made each time it is taken out or a sign-out sheet can be kept near the AV cabinet for those materials.

Filmstrip
152.5
Why

c.1 Why we do what we do: human motivation
3 cass. 3 fs. teacher's guide

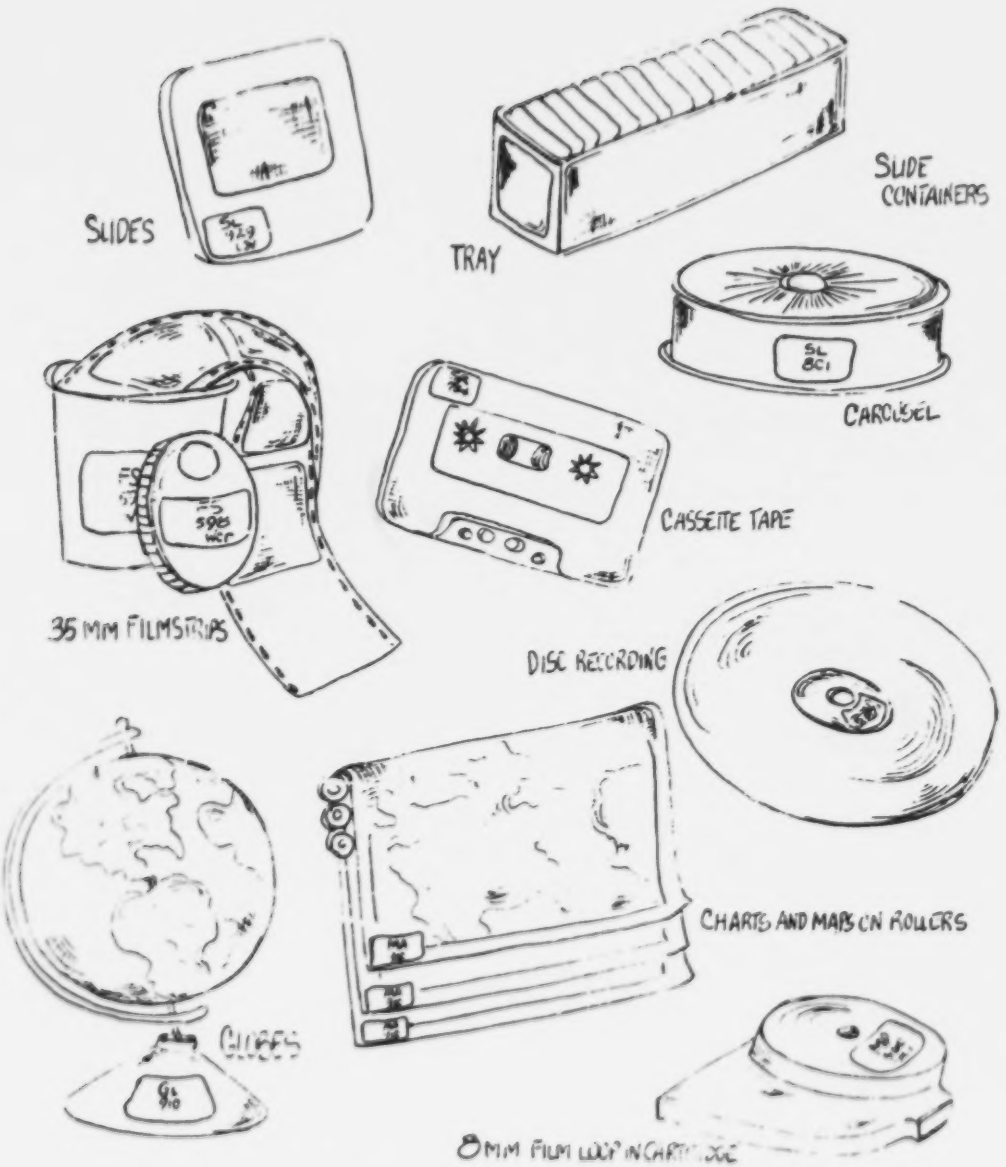
Date Due	Borrower's Name	Room Number

DATE DUE

Filmstrip
152.5
Why
c.1

Why we do what we do: human motivation

3 cass. 3 fs, teacher's guide


SLIDES
TRAY
SLIDE CONTAINERS
CARCUSEL
CASSETTE TAPE
35 MM FILMSTRIPS
DISC RECORDING
CHARTS AND MAPS ON ROLLERS
GLOBES
8MM FILM LOOP IN CARTRIDGE

As an alternative to typing contents on the card pocket, the following form can be attached to the card pocket and outside the audiovisual box to aid in checking for all pieces. (See Appendix, page 224)

THIS SET CONTAINS THE FOLLOWING

3	FILMSTRIP (S)
3	CASSETTE TAPE (S)
____	LP RECORDS (S)
____	SLIDE (S)
1	TEACHER GUIDE (S)
____	STUDENT MANUAL (S)
____	OTHER:_____
	_____

PLEASE BE SURE THAT ALL ARE INCLUDED
BOTH WHEN RECEIVED AND WHEN RETURNED

The treatment of audiovisual materials varies with each library. You will need to determine how your library will treat AV in the following areas.

1. Will symbols be added to the top of the call number to indicate the type of materials in the set?

2. Will AV be shelved with books or in a special AV section?

3. Will AV be checked out only by teachers or will students also be able to check it out?

Sample shelf-list cards for different types of AV are illustrated below.

Filmstrip
324.73
Med Media politics: the big hype [filmstrip].
Ridgefield: Current Affairs, c1980.
1 filmstrip, 1 sound cassette, 1 discussion guide

c.1 Current Affairs 1981-82 $27.50. General Fund

1. U.S.--Politics and Government

Sound Recording
784
Rog Rogers, Kenny.
Kenny Rogers' greatest hits [Sound recording].
Los Angeles: Liberty Records, c1980.
1 sound disc, stereo

c.1 The Record Store 1980-81 $6.98. Federal fund
c.2 (cassette) The Record Store 1981-82 $7.98. General Fund

1. Music, Popular (Songs, etc) I. Title

Slide
709.38
Art Art in the Greek World (Slide).
--London: Visual Pub. 1965-1977.
211 color slides, 7 printed guides.

Section 4 in History of Western Art Series
One guide has glossary, bibliography, index.
Set has 6 parts, one guide for each part.
Part I: Cycladis and Minoan (36 slides),
Part II: Mycenaean-Geometric-Daedalic-Early
Archais (36 slides), Part III: Archaic Period
(35 slides), Part IV: Greece and Magna-Graecia
(Continued on card 2)

Slide
709.38
Art Art in the Greek World (Slide) (Card 2)

(27 slides), Part V: Helenistic Period
(34 slides), Part VI: The Etruscans (34 slides).

c.1 Vis. Pub. 1979-81 $210.00. Federal fund

1. Greece--Antiquities.

VERTICAL FILE

A vertical file can contain pictures, maps, newspaper clippings, magazine articles, and pamphlets on many different subjects. These materials are placed in folders and arranged alphabetically according to subject. They provide a source of information for students and teachers that supplements books and audiovisual materials. Often the vertical file contains up-to-date information that cannot be found elsewhere. However, inordinate amounts of time should not be spent on this task. Newer sources of periodical clippings are commercially available which may supersede much vertical file information, e.g., S.I.R.S., Newsbank, etc.

HOW TO SET UP THE VERTICAL FILE

1. Secure file folders of good quality.
2. Check newspapers, magazines, and other materials for articles to be clipped. Mark items for a clipping with a red pencil.
3. Clip the articles. When an article is continued on another page, fasten the two parts together.
4. Give the source and date for each piece of information as it is placed in the folder.
5. Mount the clippings which are of permanent value.
6. Clippings can be kept in small envelopes also.

7. Assign subject headings to the material. The Vertical File Index, issued monthly, is a guide for subject headings. The Reader's Guide to Periodical Literature or Sears' List of Subject Headings will also provide subject headings. (It is advisable to coordinate subject headings for all materials.)

8. Write the subject heading in pencil on each piece of material to go into the folder. The subject headings are written in pencil because sometimes usage indicates that the pamphlet will be more useful filed under another subject.

9. Make an index of subject headings which are used so that information on the same subject will not be placed under several subject headings, or check Sears' with red ink to indicate pamphlets.

10. Mark each folder with the subject headings. Headings printed with black ink are identified more easily than those which are typewritten.

11. Place a card in the card catalog with typed notation that pamphlet material is available.

FOR EXAMPLE:

Michigan--History

For Additional material

see file folder in

Vertical File

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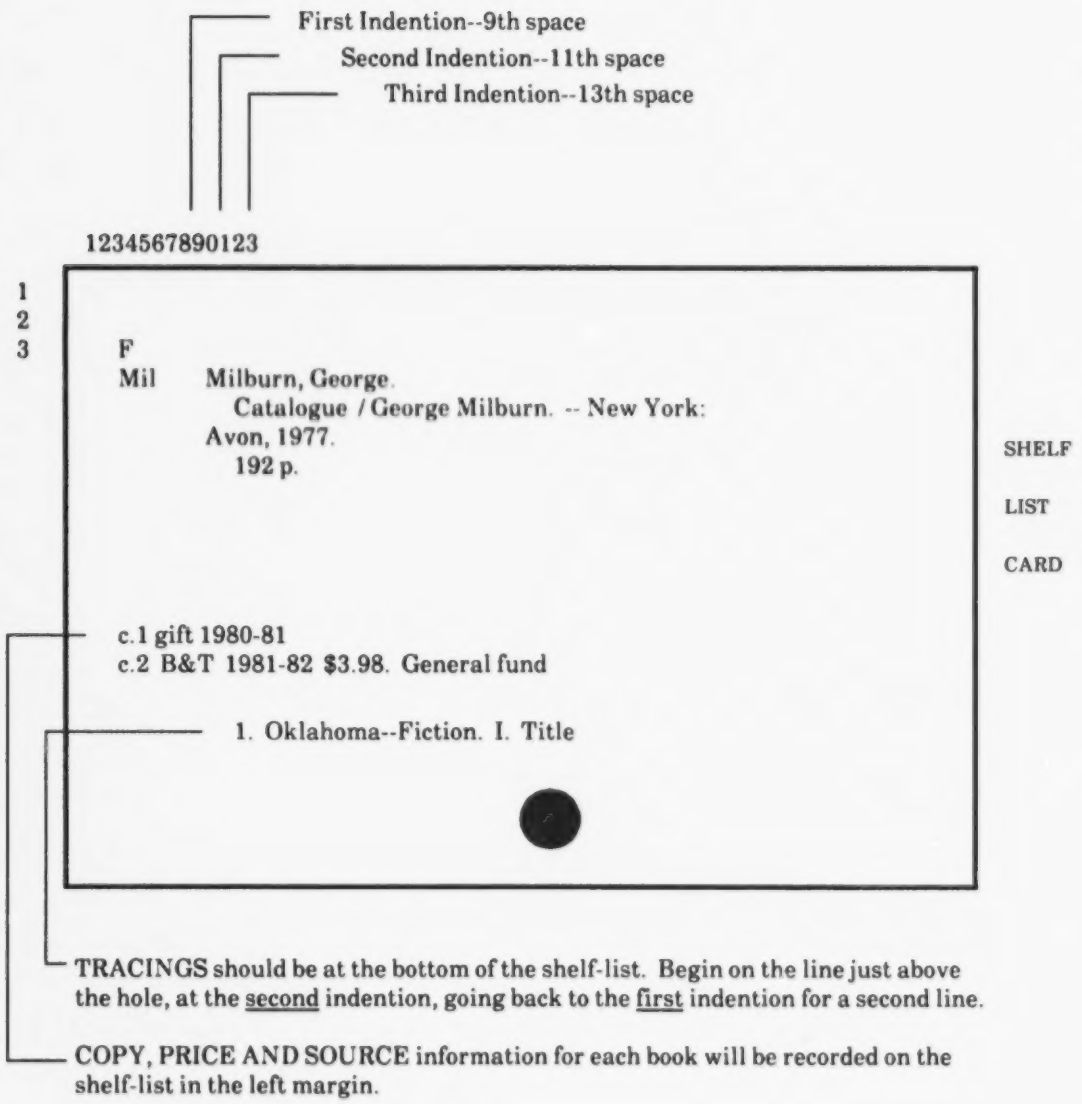
PROCEDURE FOR TYPING CATALOG CARDS



TRACINGS should be at the bottom of the shelf-list. Begin on the line just above the hole, at the second indention, going back to the first indention for a second line.

COPY, PRICE AND SOURCE information for each book will be recorded on the shelf-list in the left margin.

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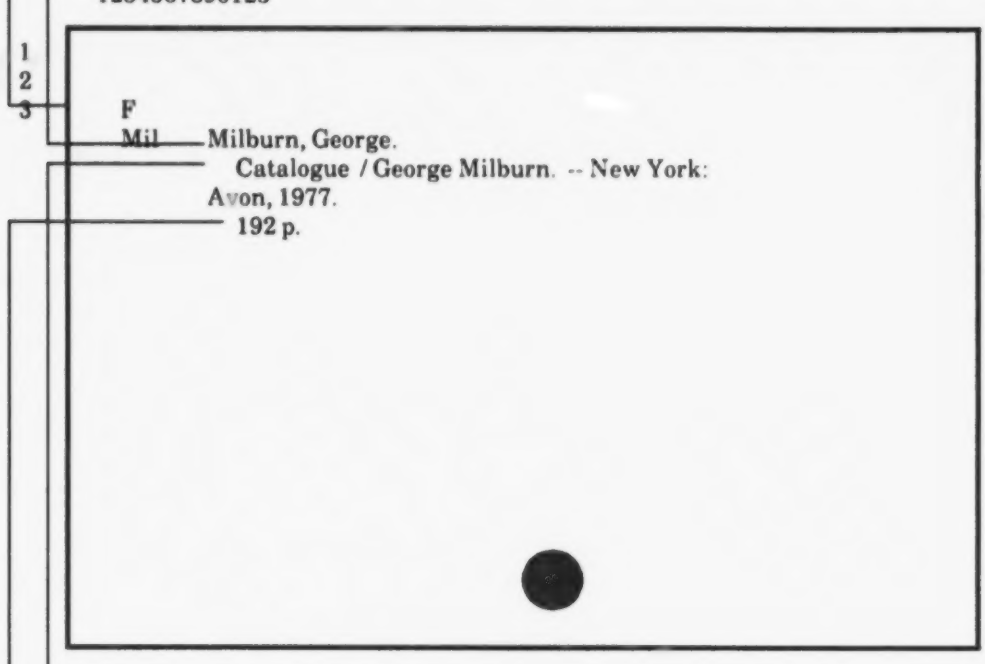
CALL NUMBER the Dewey Decimal Classification number will begin on the third line from the top of the card at the second space from the left edge of the card. (R for reference books or audiovisual designations will be typed on the second line from the top.)

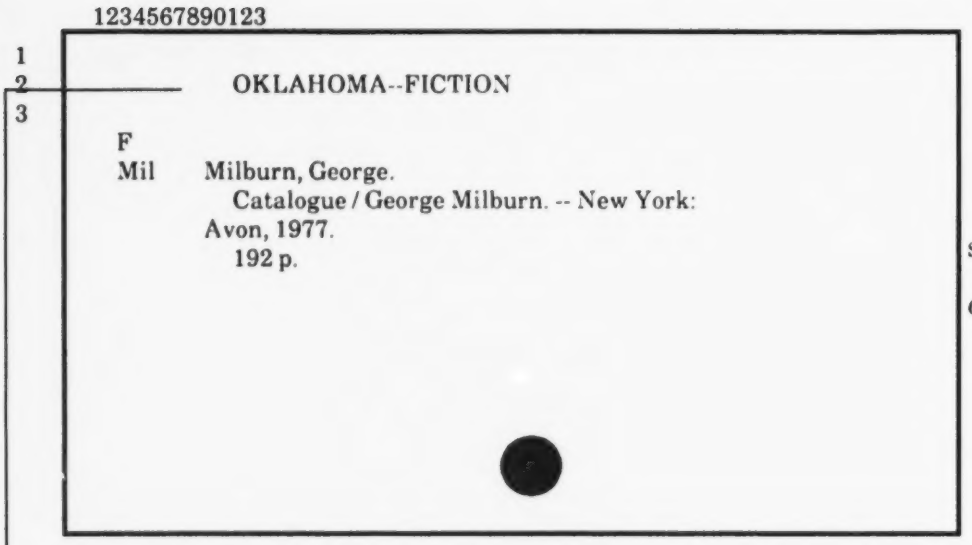
AUTHOR AS MAIN ENTRY will be on the fourth line from the top of the card at the first indention (9th space). If more than one line is required, begin the second line at the second indention.



AUTHOR CARD

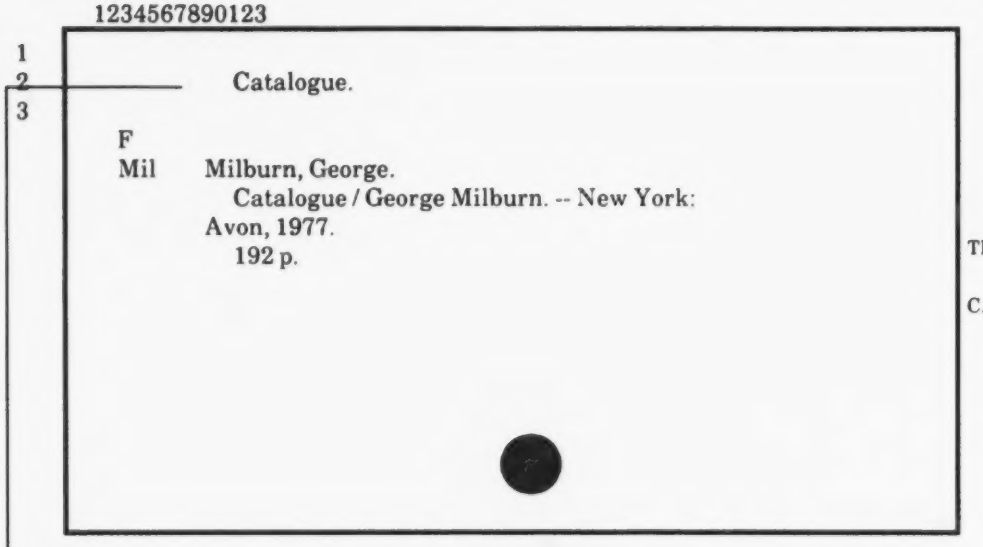
TITLE PARAGRAPH begins on the line below the author's name at the second indention (11th space), with succeeding lines at the first indention. (see Ex. 1)

PHYSICAL DESCRIPTION begins on the line below the title paragraph at the second indention.



SUBJECT CARD

SUBJECT HEADINGS are typed in CAPITAL LETTERS on the second line down from the top of the card at the second indention, with a second line beginning at the third indention.



TITLE CARD

SECONDARY ENTRIES (i.e. Title) are typed in lower case with the first letter capitalized, beginning at the second indention, with succeeding lines at the third indention.

1234567890123

1
2
3

791.45
All All in the Family: a critical appraisal /
edited by Richard P. Adler. -- New York:
Praeger, 1979.
xlvii, 322 p. : ill.

1. Television-program--Reviews I. Adler,
Richard P.

TITLE AS
MAIN
ENTRY

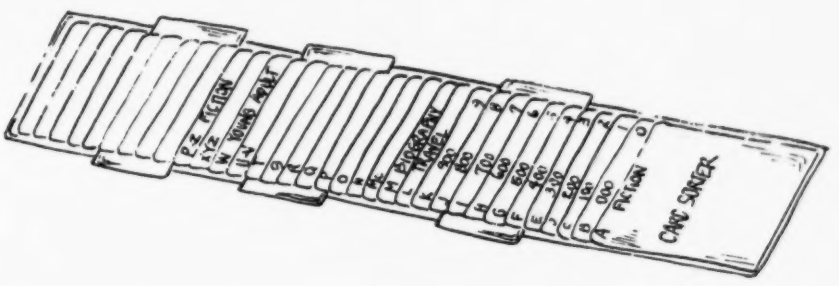
TITLE AS THE MAIN ENTRY (hanging indention) begins on the fourth line from the top of the card at the first indention with the second and succeeding lines beginning at the second indention. The physical description and notes follow the same spacing as when author is main entry.

FILING OF CATALOG CARDS

The ALA filing rules governing the arrangement of the cards in the card catalog were revised in 1980 to reflect the changes in philosophy brought about by the revision of the Anglo-American Cataloging Rules (AACR2). Therefore many existing card catalogs will not have been brought up to date and will not follow these rules. Several revisions will need to be made if the new rules are followed. Some of the major changes affect:

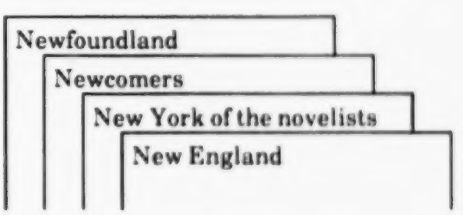
1. The treatment of numerals.
2. The treatment of abbreviations.
3. Filing names beginning with Mc, M' and Mac.

A card sorter will speed and ease the job of alphabetizing a large group of catalog cards. A brief summary of the filing rules follow:



1. File all cards by the entry on the top line.
2. File the cards in alphabetical order word by word. Thus, a single word or letter precedes a longer word beginning with the same letter(s).

For example:

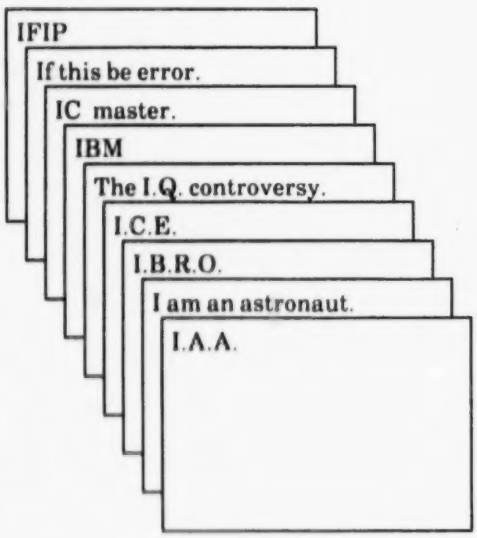


3. When two or more cards begin with the same author, sub-arrange by the title.

4. Disregard initial articles in all languages except when used in personal or place name (i.e., El Paso), but regard every other word in the entry.

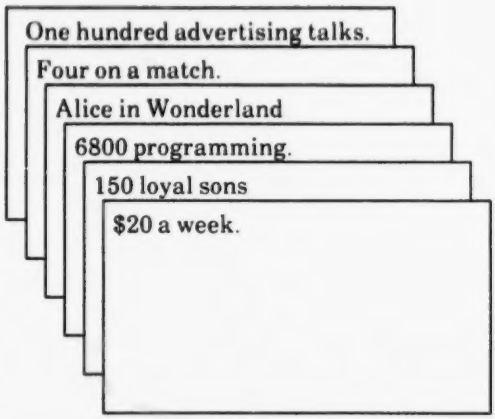
5. Dashes, hyphens, diagonal slashes and periods are all treated as spaces. That is, they separate two filing units.

6. Single letters are regarded as separate filing units. Initials separated by hyphens, dashes, periods, or slashes are regarded as separate filing units. Strings of initials without any spacing or symbols are treated as a single filing unit.

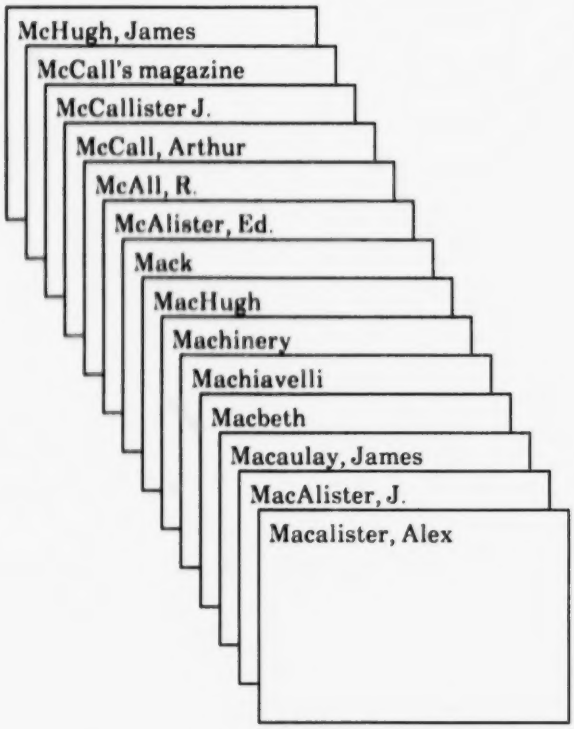


7. Abbreviations are filed exactly as they are spelled. (This is a change from previous rules where they were filed as though spelled out.)

8. Numerals are filed before any letter. (This is a change from previous rules when all numerals were filed as though spelled out.)



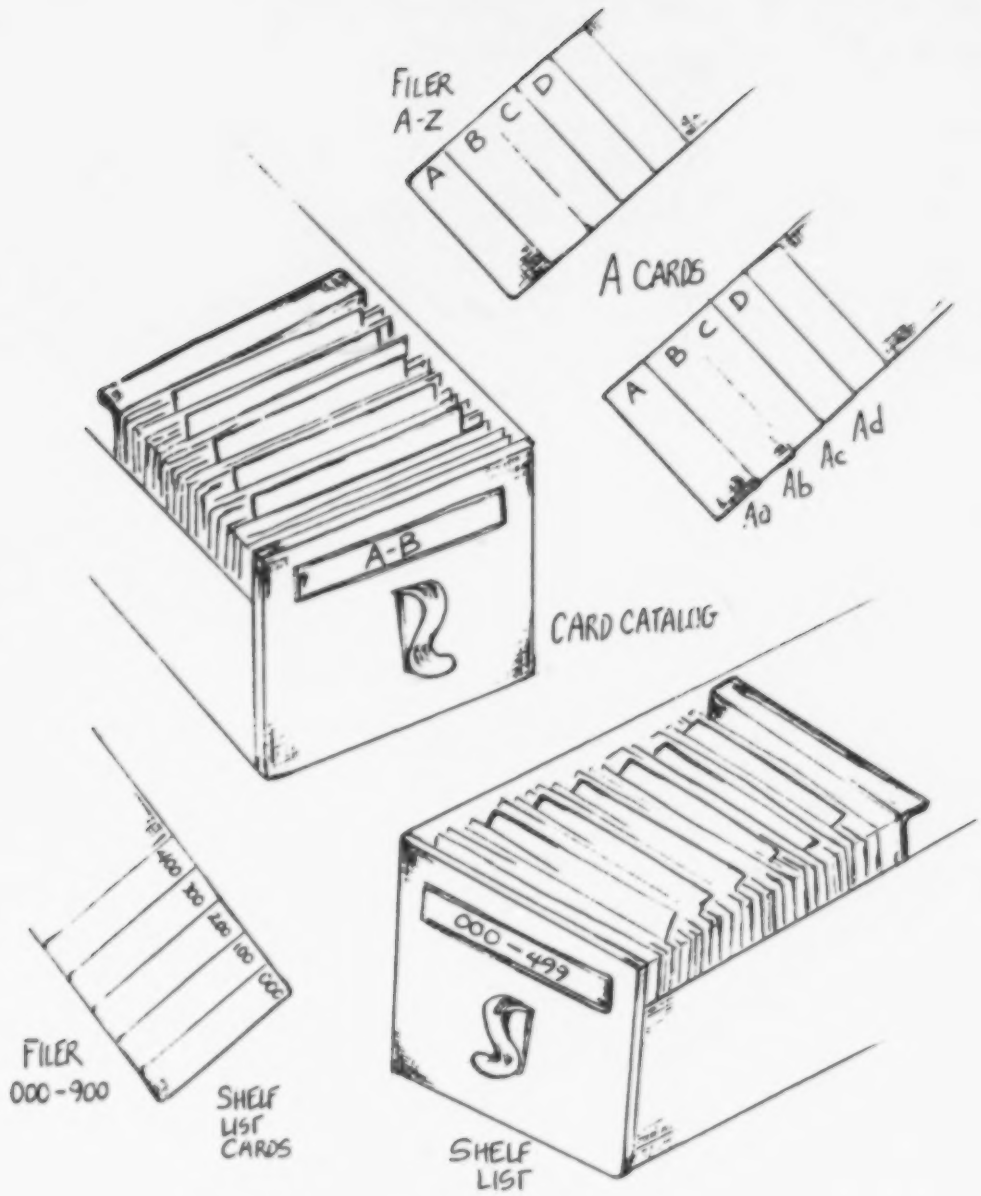
9. Mc, M' and Mac are filed exactly as written. (This is a change from the previous rules where they were all interfiled.)



It is strongly recommended that anyone responsible for this task acquaint themselves more thoroughly through the use of the following books:

ALA Filing Rules

Self-Instruction Manual for Filing Catalog Cards


FILER
A-Z
A
B
C
D
A CARDS
A
B
C
D
Aa
Ab
Ac
Ad
A-B
CARD CATALOG
000 - 499
FILER
000 - 900
SHELF
LIST
CARDS
SHELF
LIST

63

REORGANIZING THE CARD CATALOG

If your card catalog does not accurately reflect your collection the following procedure can be followed:

1. Pull all the author cards.

2. Find all the cards that belong to each set. Tracings should appear on either the main entry or shelf list card. There should be one card for each tracing plus a main entry card. Rubber band them together, author card on top, then title, then subject.

3. Keep your sets alphabetized in a box. This way you can work with them more easily and you will have less alphabetizing to do later.

4. If a set is incomplete, flag it with a piece of paper that says NO TITLE CARD or NO SUBJECT CARD--HUNTING. Place the incomplete sets in a box marked INCOMPLETE SETS. Don't type these cards until you are sure there is a book to match the set.

5. (After the inventory has been completed) working with another person, match your complete sets to the proper shelf list card. As these are matched, mark the shelf list card with a paper clip and another person can begin alphabetizing these catalog cards. When all the complete sets have been matched, then match the incomplete sets. If there is a shelf list card, then place the incomplete set in another box that says CATALOG CARD SETS--TO BE TYPED, and paper clip to the shelf list card. Someone can then begin typing the missing cards.

6. Now go back and type complete sets for all shelf list cards with no paper clips.

7. Alphabetize remainder of the card catalog cards.

A SIMPLIFIED PROCEDURE FOR REORGANIZING THE CARD CATALOG

1. Inventory the collection matching the shelf list card with each book. Indicate multiple copies on the shelf list card.

2. In the card catalog, begin matching each catalog card (author, title, subjects) to the shelf list.

3. Make a small colored dot in one corner of each card as you check them.

4. Make necessary corrections or additions as you go, so the shelf list will have the proper counterparts in the main catalog.

5. Go through the catalog and pull out every card that does not have the small colored dot in one corner. What is left should be the corrected catalog!

6. Make or order card sets for any books that have no cataloging.

This method will eliminate having to re-file all catalog cards. Cards can be checked for correct alphabetical sequence as they are matched with the shelf list.

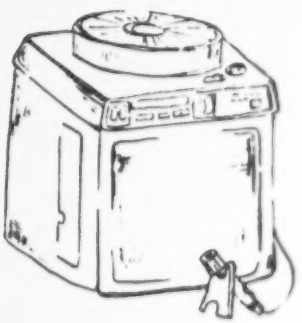
Paula Bain
Nowata

EQUIPMENT

EQUIPMENT

SELECTION

The first step toward building an audiovisual equipment collection is to assess the needs of your school and determine how they are or are not being met. Using this information, develop a long-range plan for your audiovisual program. Once this has been done, you can begin the search for the best equipment to fill your needs. Criteria to keep in mind when selecting equipment include:



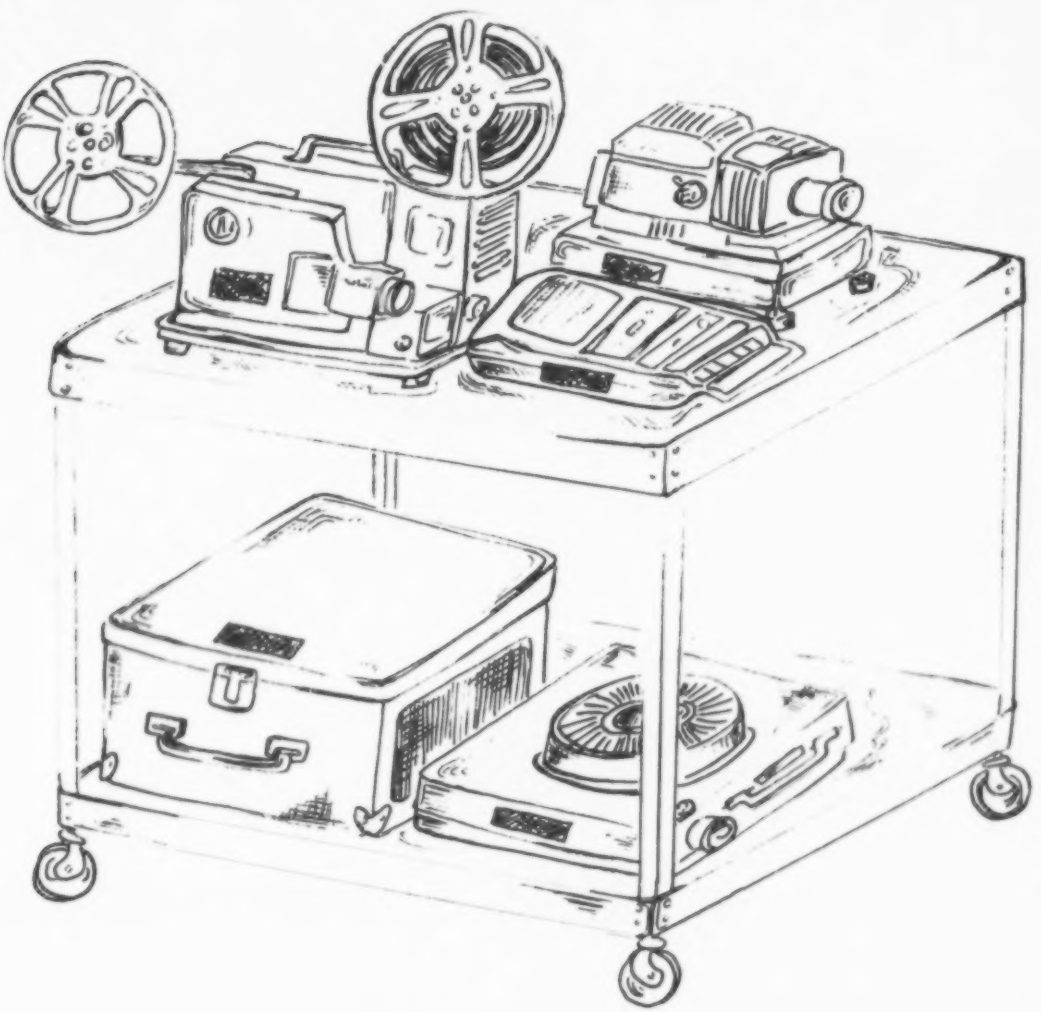
1. Select equipment that will be compatible with items already on hand or planned for the future.
2. Purchase from a company with a good reputation and good service record.
3. Consult with other media specialists who have had experience with the type of equipment you are selecting to determine if the product will serve your needs.
4. The cheapest is not always the best.
5. Consider requesting a demonstration from the company before buying.

Some sources of equipment information are listed below. (See Bibliography for addresses.)

1. Audio-Visual Equipment Directory (non-evaluative)
2. Audio Visual Directions (formerly Audio Visual Product News Periodical)
3. Audio Video Market Place (non-evaluative)
4. The EPIE Equipment Report (selected issues)
5. Library Technology Reports

When you have decided upon a particular brand of equipment, the following acquisition methods should be followed:

1. Search equipment companies' catalogs to compare prices.
2. Follow the school policy concerning the request for bids.
3. Determine if the equipment is on the State Contract list. See page 208 in Appendix.
4. Follow the school policy on purchasing procedures (i.e., requisition, purchase order, etc.) and notify purchasing department when the order arrives.



PROCESSING

Once the equipment arrives, certain steps need to be taken before it is allowed to circulate.

1. Check to be sure the order was filled correctly and the equipment is in good condition.
2. Etch the school name on the equipment for permanent identification purposes. If purchased with federal funds, note source and year.
3. Assign an accession number unique to that item. This can be done in several ways. You can assign a number on each type of equipment based on the year purchased:

Cassette Tape Recorders (Audio)		
Accession Number	Brand	Price
78-1	Audiotronics	199.95
78-2	Audiotronics	199.95
79-1	Bell and Howell	98.50
79-2	Bell and Howell	98.50
79-3	Bell and Howell	98.50
80-1	Sony	259.95

Or you can use a straight numerical list with all equipment listed together:

Cassette Tape Recorders (Audio)		
Accession Number	Brand and Type	Price
1	3M Overhead Projector	150.00
2	Audiotronics Tape Recorder	199.95
3	Elmo 16mm Projector	700.00
4	Sony Tape Recorder	259.95
5	Radiant Screen	114.00

The accession number should be etched next to the school name. Keep a record of all accession numbers. Use an equipment record card or put the information on a 3" x 5" card and maintain a shelf list of equipment similar to the shelf-list card used for other materials in the library.

Shelf List Card

EQ
SL Slide projector. (Equipment) Eastman Carousel
101 800 #14360
2x2 slides - automatic. Push button remote control.

$144.50 6/66 slide tray $2.95
lamp DEK 500 watt

Art - Rm. 105

4. Record all pertinent information about the machine on an Equipment Record Card (one card for each machine). The following information should be recorded: brand name, serial number, model number, source and date of purchase price, accession number, lamp used (if applicable) and location in the school. There should be ample room on the card to keep maintenance records for the life of the equipment. (See Appendix, page 223)

Accession No. _____

EQUIPMENT RECORD CARD

SCHOOL Jackson LOCATION Library Media Center

NAME Projector, 16mm BRAND Elmo

SERIAL NO. 103212 MODEL NO. _____

PURCHASED 1980-81 FROM RO Products COST $775 00 LAMP DDB

REPAIR INFORMATION

DATE	WORK DONE	COST	TIME
10-81	belt on take-up reel replaced	25.00	

CIRCULATION

There are many different ways to keep track of the equipment as it circulates in and out of the media center. You will need to adapt these suggestions to your needs.

Audiotronics Cassette Recorder 78-1		
Date Due	Borrower's Name	Room Number

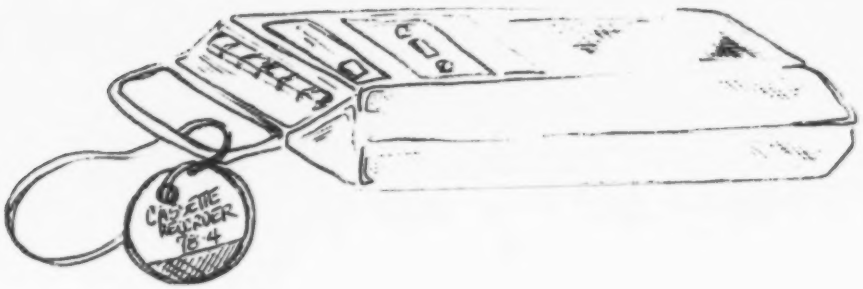
A card and pocket can be attached to the equipment and the equipment is then checked out to teachers much the same way as books. Plastic card holders which tie onto the equipment are available from library supply companies. To reserve a piece of equipment for a particular day, insert a note into the card pocket or clip it to the checkout card.

A pegboard system is easily adapted to meet specific needs and can be adjusted to accommodate changing needs. This method is particularly good in schools which use a shelf-checkout system.

1. The pegboard is located in or near the equipment section of the media center. Teachers' names are listed alphabetically above large hooks.

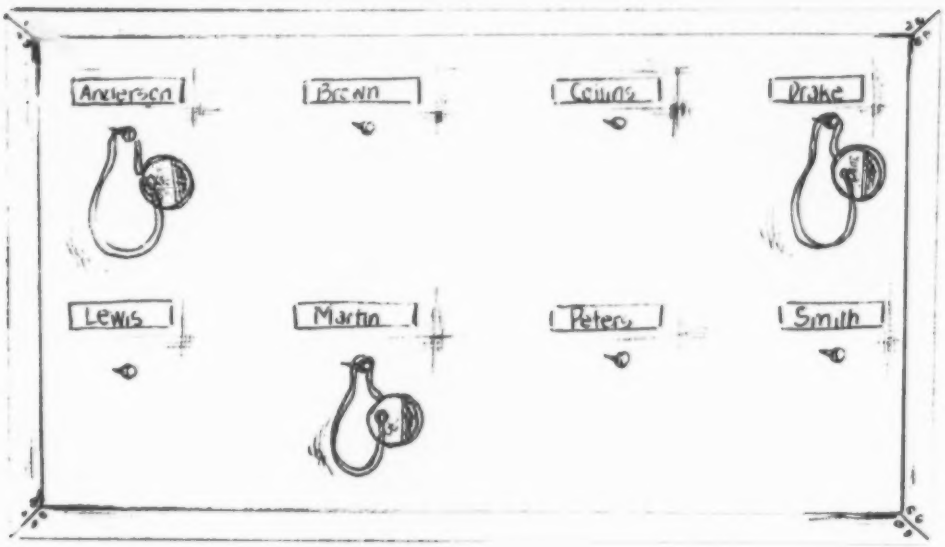
2. Color coded key ring tags are attached to each piece of equipment with shower curtain hooks. Carts may have holes drilled to accommodate the hooks.

3. The type of equipment and accession number are listed on each tag and attached to a piece of equipment.



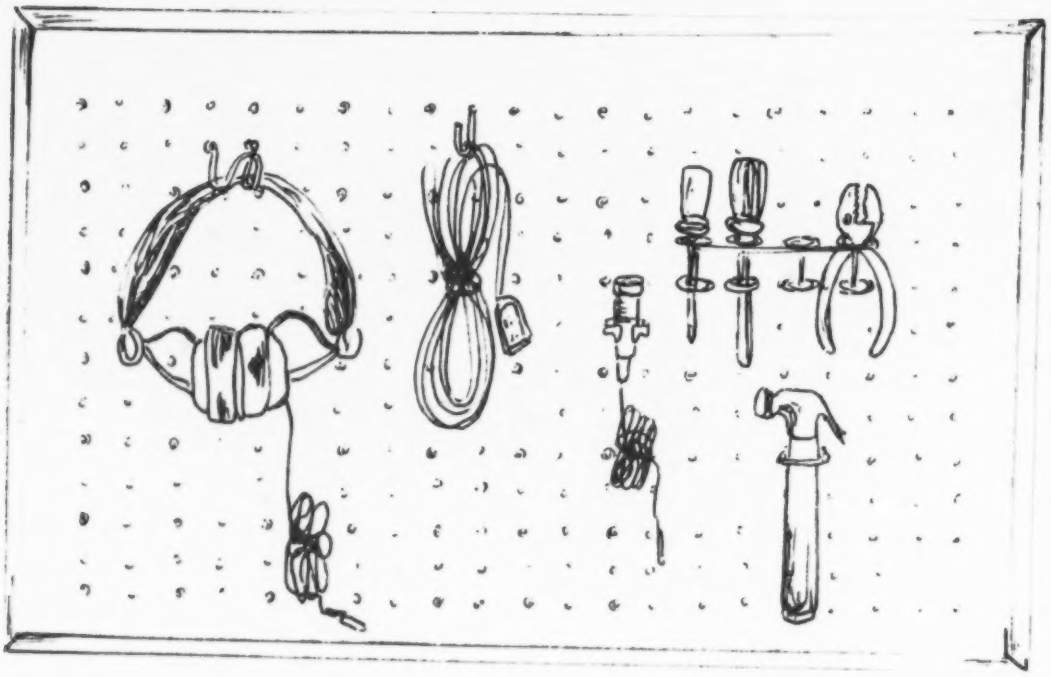
4. The hook with the tag attached is taken off the equipment and hung beneath the teacher's name. The tags allow at a glance the identification of the type of equipment checked out and its location.

5. A hook may be added on the pegboard to accommodate equipment that has been sent for repair or to other schools within the school system.



HARDWARE CHECKOUT BOARD

EXTRA PIECES OF EQUIPMENT FOR CHECK OUT BOARD



The same method can be adapted using Velcro or magnetic boards instead of peg boards and hooks. Consider assigning equipment to a teacher for the year if it is used more than 2-3 times each week. The advantages include less wear and tear on the equipment as well as time saved by both the library media specialist and the teacher in moving the equipment back and forth. The major disadvantage is the need for more equipment and secure storage areas in the teachers' rooms.

MAINTENANCE

Keeping the equipment operating is a constant challenge! When teachers return equipment for repair, they should be asked to **WRITE DOWN** exactly what is wrong with the item. This will save you countless hours as you can then record the problem directly on to the repair request form. You should check the equipment to verify the problem. (See Appendix, page 222)

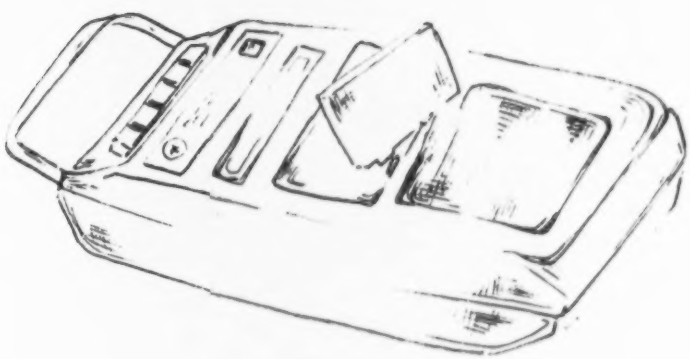
Request for A-V Equipment repair

Complete this card and attach to equipment

Type of Equipment _____

Description of problem:

Teacher _____



The Equipment Record Card (See page 223) should have ample space to record all maintenance performed on an item. This will provide information for future equipment selection decisions as well as pinpoint repeat problems.

Accession No. _____

EQUIPMENT RECORD CARD

SCHOOL _____ LOCATION _____

NAME _____ BRAND _____

SERIAL NO. _____ MODEL NO. _____

PURCHASED _____ FROM _____ COST _____ LAMP _____

REPAIR INFORMATION

DATE	WORK DONE	COST	TIME

Fill out the repair request form in duplicate. Keep one clipped to the Equipment Record Card and send one attached to the piece of equipment. When the equipment is returned be sure to check to see if the problem has been corrected. Some attempt should be made to determine whether the cost of repair is worthwhile in terms of new equipment costs before the repairs are made. (See Appendix, page 224)

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Accession No. _____

EQUIPMENT RECORD CARD

SCHOOL		
EQUIPMENT	BRAND	SERIAL NUMBER
DESCRIPTION OF PROBLEM		
SENT TO		DATE SENT
COMMENTS		
White copy - Retain at school Carbon copies - Atach to equipment	DATE OF RETURN	COST

Warranty records should be kept on all new equipment. Either clip the warranty card to the Equipment Record Card or establish a separate file for all warranty cards. A loose-leaf notebook works well to organize warranty cards and instruction manuals.

Some effort should be made to keep track of the lamp requests for each piece of equipment. This can be done by recording the date a lamp is requested on the Equipment Record Card. This can also help isolate misuse of the equipment, identify equipment repair needs, and assist in ordering lamps for the coming year. Maintain a list of all lamps you use.

In the pages that follow, operation guidelines are detailed for equipment commonly found in schools. The sections on routine maintenance, bulb replacement and troubleshooting will be a valuable time-saver in maintaining the individual pieces of equipment.

CAROUSEL SLIDE PROJECTOR

Most schools have a Carousel slide projector for presentation of 2" x 2" slide programs. If your school does not, remember that there may be available a filmstrip projector which has an attachment that makes it possible to use slides with it. Such projectors are the Standard 500 series and Graflex 1000 series.

Furnished with the Carousel slide projector is a Carousel slide tray which holds 80 or 140 slides. The tray accepts 2" x 2" cardboard, plastic or metal mounts.

CAUTION: Slide mounts which are too "thick", which carry loose or sticky tape, or are of glass with sharp corners usually will not project successfully.

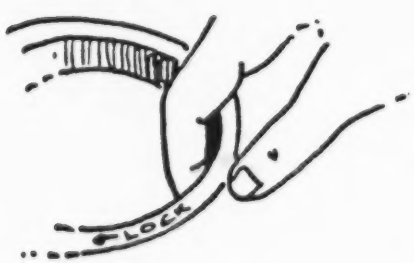
Slide identification numbers are molded onto the tray. As the tray revolves, the index number of the slide being shown will be opposite the Gate Index of the projector.

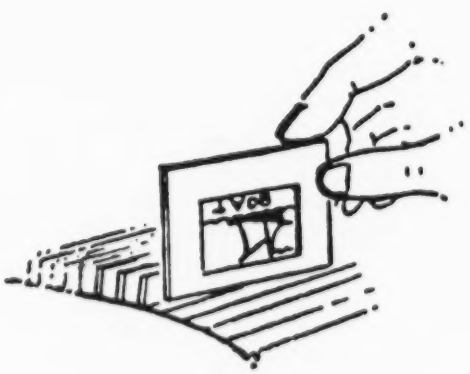
1. Loading the Carousel slide tray

   Turn the tray upside-down to check that the tray base is correctly at "O".

   Remove the lock ring from the top of the tray by turning it in the direction of the arrow marked "unlock"; then lift off the ring. Slides are placed in tray slots upside-down and backward for normal projection. After all slides have been inserted, replace the lock ring by turning in the direction of the arrow marked "lock" until the ring is secure on the tray.

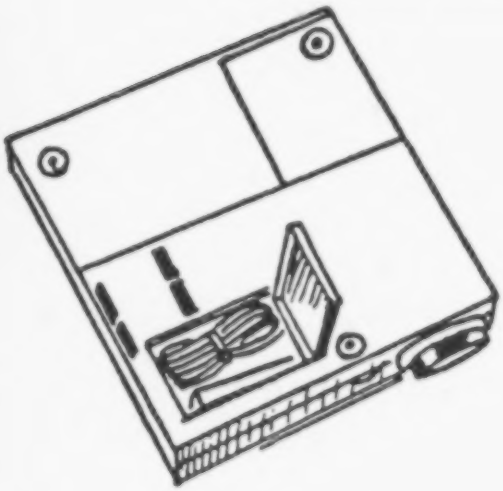
CAUTION: Do not forget to replace this ring to prevent spilling the slides when the tray is being handled.

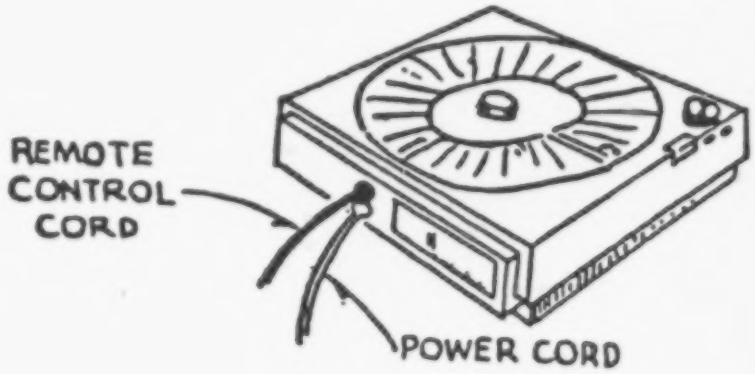




2. Preparing the slide projector for projection

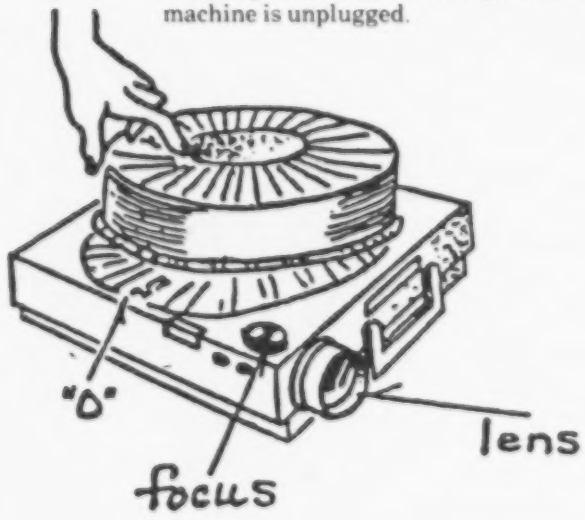
a. Turn the projector upside-down and remove power cord from the compartment located in the bottom of the projector. This may need to be plugged into the proper connection on the back of the projector. Attach the remote control cord to the back of the projector. (The projector may be operated manually without remote cord.) Plug the power cord into an AC outlet.

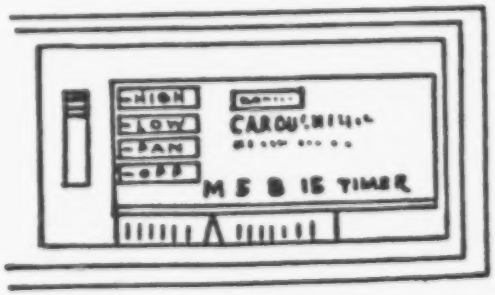




b. The Carousel projector in your school may be equipped with a "zoom" lens which needs to be inserted. Gently but firmly place the small end of lens in hole provided in the projector (matching "notch" on lens with the given space) while turning the "focus" knob, until lens is securely in place.

c. If the machine has a "timer" panel, the indicator is usually set at M (manual). The numeric indications on the panel are for automatic operation. When the indicator is set at "5" the machine will change slides automatically each 5 seconds, etc. On the same panel is the power switch which may be engaged at high or low while projecting ("high" gives more intense light) and should be set at "fan" when not projecting, until machine is unplugged.





3. Placing Carousel slide tray on projector

   a. Put the loaded slide tray on the projector so that the hole in the center of the tray fits over the center post on the top of the projector, then revolve the tray slowly until the identification number "O" is opposite the Gate Index on the projector. The tray will drop down into operating position on the top of the projector.

      CAUTION: The tray must be in this position to be removed.

4. Operating the projector

   a. Switch projector "on" to either high or low. Center the lighted area on the screen. If necessary, raise the front of the projector by turning the elevating wheel. Press the forward button on the projector or the "FOR" (forward) button on the remote control cord to put the first picture on the screen.

   b. Rotate the focus knob in either direction until the projected image is critically sharp. Only the first slide requires focusing, the remaining slides will be automatically focused.

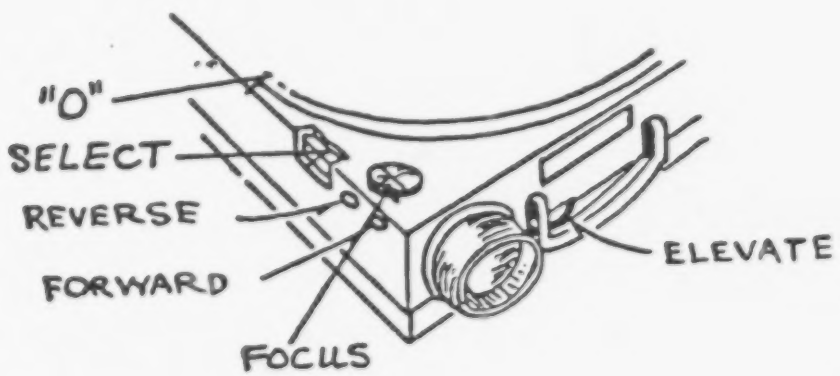
   c. Press the forward button on the projector (or on the remote control) firmly and slowly to change the slides.

      CAUTION: Many machines will not respond correctly if this is done too quickly and with insufficient pressure.

   d. For automatic operation of the projector, set the automatic timer panel at 5, 8 or 15 seconds.

   e. The tray can be rotated easily, forward or backward, when the "select" button is pressed. This can be done only while the projector is "on".

   f. To remove the tray, turn the tray to indicated "O", and lift up.

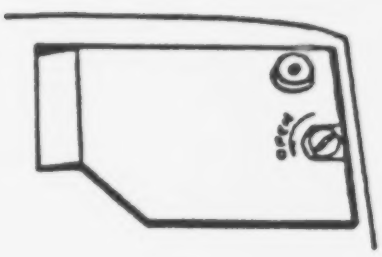


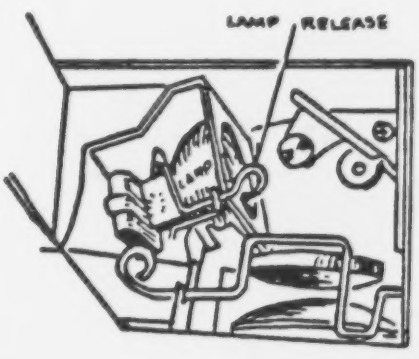
5. Emergency slide tray removal

To remove a tray when slide changer does not function because of jamming, turn coin-slotted screw in bottom center of slide tray in either direction as far as it will go. While holding screw in this position, lift off the slide tray. When a tray is removed in this manner, the base of the tray is no longer in correct operational mode. Check security of the lock ring, then turn tray upside-down and rotate base to "O" position. Then remove jammed slide from projector and replace slide tray.

6. Projection lamp replacement

Remove Carousel slide tray. Unplug AC power cord. Open door of lamp compartment at bottom of projector by turning the coin-slotted door screw counterclockwise until the door can be opened. Remove the lamp by pushing the lamp-release lever to loosen the lamp. Lamp designation information is usually given inside the cover of the cord storage compartment.





THE FILMSTRIP

The filmstrip is a 35mm, roll, "still" projected picture which allows commentary and/or discussion by the instructor and pupils. It comes in either black and white or color with either silent text incorporated into the frame or with a sound track in the form of a record or tape. Filmstrips can be advanced by hand when an audible "beep" sounds or by following the printed text.

The filmstrip is the item most subject to damage when making a filmstrip presentation. For proper handling of filmstrips:

a. Handle by edge to reduce damage from fingerprints.

b. Never repair with adhesive tape.

c. Avoid dragging on table or floor.

d. Do not cinch film when rewinding.

e. Store in containers.

THE FILMSTRIP PROJECTOR

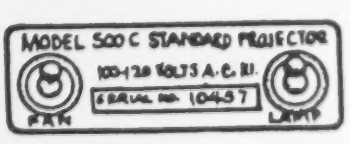
Caution in use of the filmstrip projector is required since many become hot. No maintenance is required of the operator other than cleaning the lens (with a film magic cloth), coiling the power cord and returning it to its proper place, and returning the filmstrip to its container.

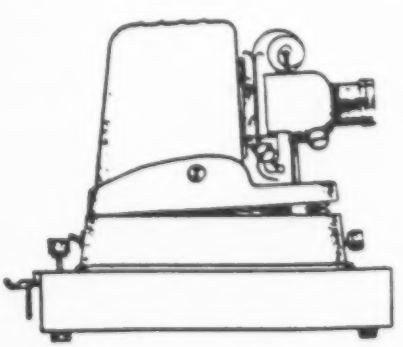
If it is necessary to change the projection lamp, do not allow hands to come in direct contact with the lamp (breakage will result). The prescribed method is to handle the lamp with a cloth or paper tissue.

CONTROLS

(1) On/Off Switch

All projectors have a sequence for turning on and off fans and lamps. There are either two separate switches or one switch which has the sequence built in.



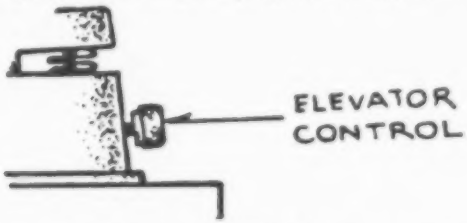


The fan is the first item to be turned on and the last to be switched off. The fan dissipates the heat within the projector and keeps the heat from burning the film. After the teaching session, the projector fan should be allowed to run (with lamp turned off) for approximately five minutes to properly cool the unit.

Proper sequence for turning on and off these switches is: FAN ON, LAMP ON, LAMP OFF, FAN RUNNING, FAN OFF.

(2) Elevator Control

The elevator control is located in the front on the bottom of the projector. It raises and lowers the front of the projector, enabling the projected image to be centered on the screen



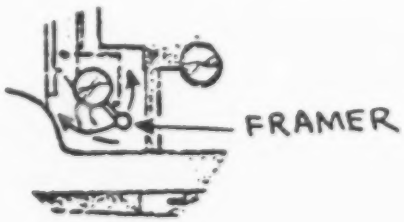
(3) To bring the image in focus, turn the focus knob until the image appears clear.

(4) Advance

To advance the filmstrip frame by frame, turn the advance control counterclockwise.

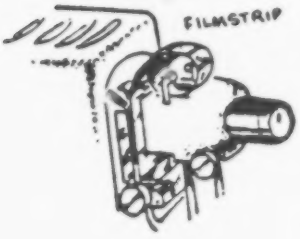
(5) Framer

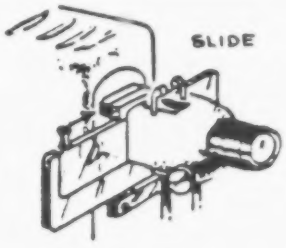
If the projected image is not complete when the filmstrip is inserted, turn the framer to center the image.



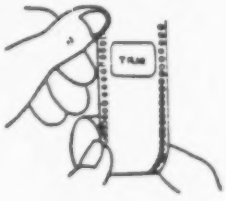
(6) Filmstrip Carrier

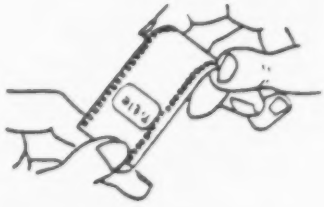
The area which houses the carrier can either be used to project a filmstrip or 35mm slides--depending on type of carrier used.





To insert the filmstrip into the carrier correctly, stand behind the projector and hold the filmstrip so that you can read the title. Then turn the filmstrip upside down and insert the end into the slot of the filmstrip carrier.





Now push the filmstrip down until it stops. Continue to do this while rotating the advance control until the sprockets engage with the sprocket holes of the filmstrip.

(7) Slide Carrier

The filmstrip carrier can be removed from its housing and a slide carrier put in its place. When inserting the slide into the carrier, the slide must be upside down and backwards.

To remove the filmstrip carrier, push on the advance knob on the left side and pull on the right hand advance knob. When replacing it, be sure the pointer is on the right hand side.

(8) Operation of the Filmstrip Projector

a. Position projector

b. Insert filmstrip in carrier. Push down until it meets resistance. Be sure the filmstrip is at the beginning and is upside down.

c. Turn advance knob until film is engaged.

d. Turn on fan and lamp after filmstrip is engaged. Advance filmstrip to first frame and adjust focus and elevation.

e. At end of presentation, turn the lamp off. Leave the fan running. Rewind the filmstrip so the beginning is on outside of coiled filmstrip and put in container.

f. After projector has cooled, turn fan off and put machine away.

BELL AND HOWELL KNOWLEDGEMASTER 762A
Sound/Filmstrip Viewer

(1) Set-up Procedure.

a. Remove filmstrip from container. Make sure you are at the start of the filmstrip.
b. Press EJECT button down, pull drawer out.
c. Place filmstrip in holder. Slide end of filmstrip along the track and under guide until it stops.
d. Place cassette with automatic or inaudible tone side facing up and put into holder. Push tape all the way in. For manual cassette, proceed as for automatic but place side with manual tone up. Remember that each time there is a beep or bell you will have to advance the filmstrip manually.
e. Turn power to ON.
f. Check to see if cassette needs to be rewound.
g. Push filmstrip control to FORWARD until the film appears on the screen. (If filmstrip does not move - go back to step b.)

(2) Showing Filmstrip.

a. Move filmstrip to frame that is marked "start sound." Focus on this frame or the focus frame if one is provided. (The focus knob is located to the upper left of drawer.)
b. Push PLAY button.

*IMPORTANT - THE EJECT BUTTON SHOULD NEVER BE PRESSED WHEN FILMSTRIP IS IN PLACE.

c. The machine can be stopped at any point by pushing the STOP button. To begin again, push PLAY button.

(3) Removing Filmstrip and Cassette.

a. At the end of the filmstrip program the picture and sound will stop.
b. Rewind cassette.
c. Rewind filmstrip - push filmstrip control to REWIND and hold until the screen is blank.
d. Push EJECT button and the drawer will come out. Remove cassette and filmstrip.
e. Turn power OFF.

(4) Troubleshooting.

a. If sound does not start - check to see if cassette needs to be rewound.
b. If picture does not move ahead, check tape and make sure automatic/inaudible tone is on top and that cassette is rewound.

DUKANE 28 A1B AV MATIC
Sound/Filmstrip Viewer

1. Set-Up Procedure

   a. Switch power to LAMP position.

   b. Place filmstrip in curved holder and push film into receiver marked "NO" to first sprocket. (Film will stop.)

   c. Hold control key for filmstrip until start frame appears on screen. Use short taps to advance film to correct frame. Focus if necessary. (Focus knob is on side of unit.)

   d. Insert cassette with openings at top - have the "automatic" side out facing you.

2. Showing Filmstrip Program

   a. Push PLAY button.

   b. Machine will automatically stop at the end of program.

   *DO NOT PUSH THE FILMSTRIP FAST FORWARD AT THE END OF THE PROGRAM AS THE FILMSTRIP MAY BE PUSHED UP INTO THE MACHINE AND WILL HAVE TO BE REMOVED BY A TECHNICIAN.

3. Removing Filmstrip and Cassette

   a. Push cassette button to REWIND

   b. Push filmstrip key up to REWIND. Remove materials and turn power to OFF.

4. Troubleshooting

   a. Make sure correct side of the tape is out - manual or automatic.

   b. Check to see if control switch on side is on AUTOMATIC or MANUAL.

5. Changing Lamp

   a. Access to the projection lamp is on the side. Make sure the machine is unplugged BEFORE removing the old lamp.

   b. Remove screw from grill, lift off. Remove lamp and replace grill and screw.

AUTOMATIC FILMSTRIP PROJECTOR

1. Plug A.C. cord into grounded A.C. receptacle.

2. Set up machine for loading as follows:

   a. Turn equipment on.
   b. Press eject key on cassette desk.

3. Prepare software for loading as follows:

   a. Check filmstrip. The "START" should be on outside of roll. Rewind by hand if "END" is on outside.
   b. Check audio cassette. Decide which side is prepared for automatic operation. This side will state one of the following: 50 HZ., inaudible or automatic.

4. Load the machine for audio as follows:

   a. Insert cassette with automatic side up and tape facing rear of machine.

   b. Close lid.

   c. Press rewind key and wait until tape stops.

   d. Press stop key.

   e. Insert filmstrip into well, and feed into filmgate until film reaches advance gears.

5. Set up machine for projection as follows:

   a. Turn on audio fan (if applicable), and lamp.

   b. Focus projector by turning focus knob.

   c. Frame filmstrip by turning framing knob either direction until full frame is seen.

   d. Adjust elevation on Dukane by pressing elevation button and moving projector to desired height, then release button. On Elmo, move handle under projector.

   e. Find cue frame on filmstrip.

6. Play

   a. Press play key.

   b. Adjust volume to desired level.

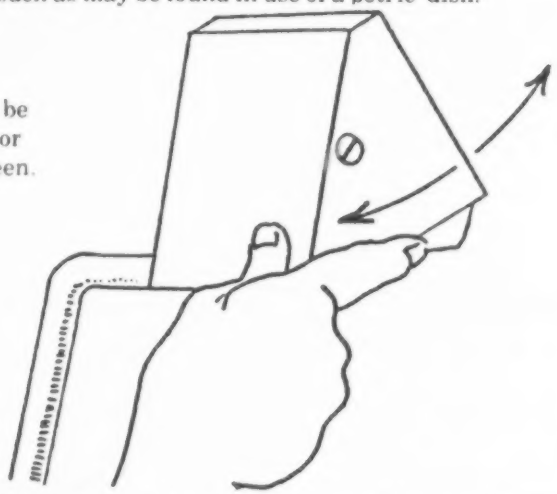
OVERHEAD PROJECTOR

With the overhead projector teachers can project transparent images on a screen or other smooth surface for group instruction. Prepared transparencies or clear acetate written on with transparency pens are most often used. Roll attachments are available for overhead projectors allowing teachers to use a roll of clear acetate with this equipment.

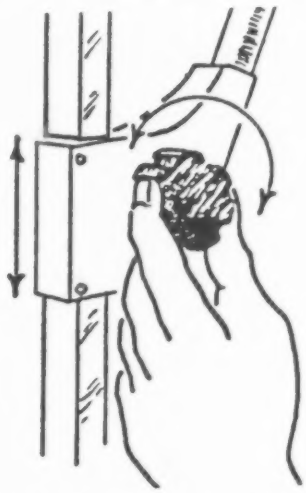
The overhead also has limited application in projecting silhouettes of opaque materials and images from transparent materials such as may be found in use of a petrie dish.

(1) Controls

a. Tilting head - the head can be tilted up and down to raise or lower the image on the screen.



b. Focus knob - the head is mounted in such a manner as to allow it to be moved up and down on the support post with use of the focus knob. This is used to focus the image on the screen.



c. On-off switch - the on and off switch controls the lamp. In most overheads, the cooling fan is automatically controlled by a thermo switch inside the machine. As the lamp heats, the fan comes on automatically and will continue to run when the lamp is turned off until sufficient cooling has taken place.

(2) Operation of Overhead Projector

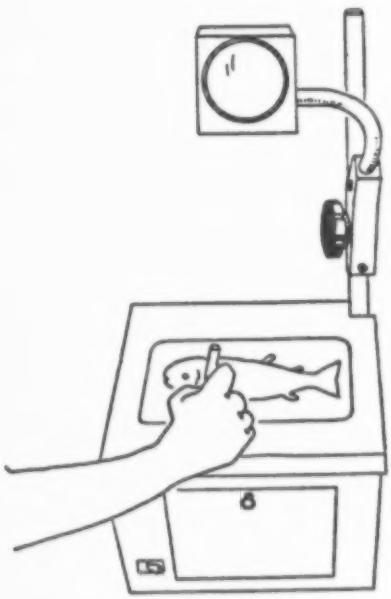
a. Clean the glass on the stage and head of the projector. Use soft cloth and warm water or quality non-abrasive glass cleaner.

b. Place transparency on the projector so it can be read while facing the projector. The image should be projected behind the presenter, usually over the right shoulder.

c. Turn on projector.

d. Adjust focus with focus knob.

e. Raise or lower image by tilting head.



CAUTION

Overhead projectors are provided with a safety-interlock. The machine cannot be turned on unless the service door in the base is completely closed.

f. If image is too large, move projector toward screen; if too small, move back. For the standard 60" x 60" screen, the projector will be placed approximately 7' to 8' from the screen.

g. At end of presentation, turn off projector. Fan will continue to run until machine is cooled. Do not move machine until it has cooled.

(3) Replacing the Lamp

When changing lamps, never allow the bare hand to come in direct contact with the glass part of the projection lamp. Each lamp is wrapped with a material which should be used in making the change. If this is not available, use a cloth, paper or other material.

OPAQUE PROJECTOR

An opaque projector allows for the projection of opaque images such as pages of a book or magazine and pictures on a screen or other surface. No transparency is needed as with the overhead or slide projector.

As the projector depends on reflection of materials, they are projected in their original form and color. The greatest disadvantage of the opaque projector is a series of mirrors; it is a comparatively bulky piece of equipment and since it does use reflective light, the amount of light projected is so low that room darkening is essential.

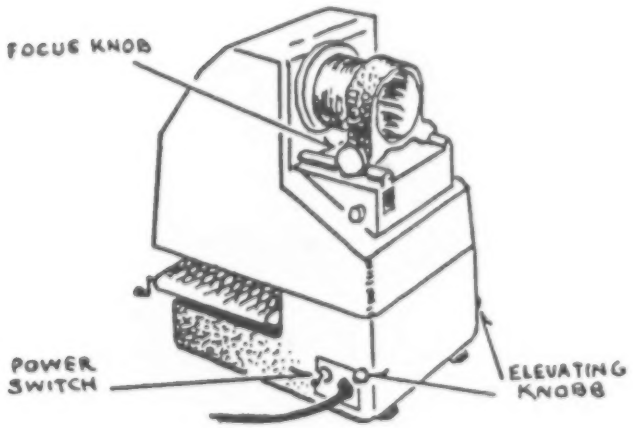
There are no mechanical moving parts which are not simple to operate and are operated by hand. The only motor is on the fan which cools the lamp and also cools the surface of the materials projected and helps keep them flat.

Controls on the opaque projector are:

a. The switch which turns the light and fan on and off.

b. Adjustable elevation legs to raise or lower the image on the screen.

c. Focusing knob.



Placing Materials on the Opaque Projector

Materials to be projected should be as flat as possible. They are inserted with the bottom of the material facing the screen, usually by lowering the projection stage. If the projector has a feed roller assembly they can be fed in from the side. Practice in placing materials is suggested before it is used for presentation. Most projectors have a glass heat shield above the projection stage. This helps protect the material from burning or scorching. As intense heat is generated it is well to check materials being projected if the machine is on one page for extended length of time.

Programs utilizing the opaque projector can be developed by using a series of pictures, photographs or printed materials including graphs and charts. If the main use is to project words from the printed page, care should be taken to assure that sufficient darkening is available to allow the projector to be moved back far enough to allow the letters to be large enough to be read by the audience.

Another popular use for the opaque is to make enlargements of materials to be traced on a chalkboard or on butcher paper or other materials to allow for use in other presentations.

ELMO 16-CL 16MM PROJECTOR

1. Set Up Procedure

   a. A projection cart with power cable attached is recommended for operating and transporting the projector.
   b. Connect power cable to power source.
   c. Swing reel arms up to lock in place.
   d. Open reel latches and attach supply reel (film to be shown) on front arm---(Sprocket holes in film outward toward operator)
   e. Install empty reel (take-up) to rear arm - (Be sure it's at least as large, or larger than the front reel of film or you'll have film spilling on the floor.)

2. Threading procedure

   a. Be sure main function knob in extreme lower right front of projector is pointing up, "off."
   b. Grasp the end of the film firmly with one hand and pull film along film channel of the projector, pulling out through back.
   c. Attach film to center spindle of take-up reel.
   d. Place right hand on front reel edge to keep from spinning freely and pull slack out of film with rear reel.

3. Operating Procedure
   a. Turn sound amplifier on (But don't turn volume "Up" until film is running.)
   b. Turn main function knob clockwise to "forward" then "lamp" position.
   c. Focus picture with focus control. Frame if needed. Turn up sound.
   d. Volume to comfortable level.

4. Rewinding Procedure

   a. After film has been shown, but before film leaves front reel, turn function knob counterclockwise to "off."
   b. Turn volume control "off" then proceed counterclockwise to "rewind".
   c. After film has completely rewound on front reel use right hand as brake on edge of front reel and unlock and remove front and rear reels.
   d. Depress small latches, one for each arm, and restore arms to down position.
   e. Return A.C. cable to storage well and store projector.

5. Routine Maintenance

   a. The projector should be periodically inspected for broken and/or malfunctioning parts and reported to the media specialist.

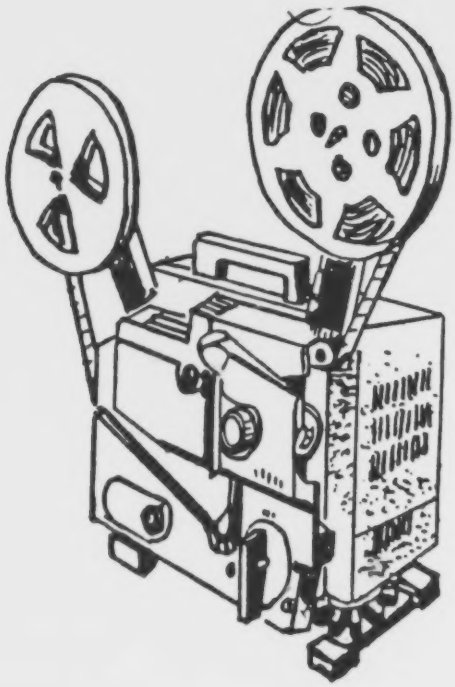
   b. Routine cleaning of the film gate and associated drive systems can best be carried out with a 1" nylon brush (flat). Keeping the mechanism dust-free and clean of film scraps will help insure good operation.

c. If the projection lamp fails:

(1) Shut off the projector, unplug the power cable and plug from power source.
(2) Remove the front cover. Allow time for the lamp area to cool if possible.
(3) Remove the lamp cover by loosening the screw-on knob (counterclockwise)
(4) Eject the defective lamp by pushing down (and to the left) the ejector lever.
(5) Pull the ejector lever back to the right and insert the new lamp firmly into its socket.
(6) Replace the lamp cover and tighten the knob, clockwise and replace the front cover.

d. If sound fails and is due to an inoperative sound exciter lamp:

(1) Remove the front cover.
(2) Turn the lamp counter clockwise to allow removal from socket.
(3) Position new lamp with three holes in lamp flange over three prongs in lamp socket.
(4) Turn clockwise until it locks in place. (When projector is in operation this lamp glows.)



BELL & HOWELL AUTOLOAD 16MM FILM PROJECTOR

(1) Place the projector on a table or stand at the point from which you will be projecting. Be sure the projector sits high enough to project over the audience.

a. Press Cover Latch Button down and pull cover away from Handle to remove.

b. Release Storage Compartment Door Latch, unwind line cord from 400' reel and close Storage Door with cord exiting from opening at lower right corner. Then plug line cord into AC outlet.

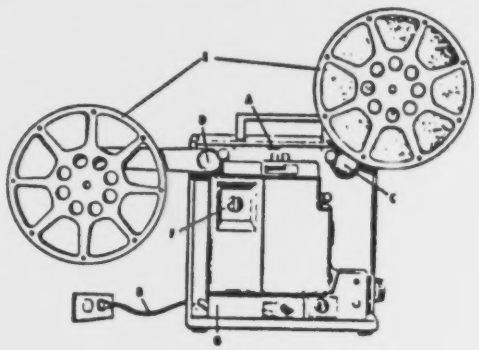
c. Press in Feed Reel Arm Release Button and swing Pivoted Feed Arm into position.

d. Press in Take-Up Arm Release Button and swing arm into horizontal position.

e. Place reel of film on front Feed Reel Arm, and empty reel on Rear Take-Up Reel Arm.

f. Turn Motor-Lamp Switch past "Forward" to "Lamp" position, and adjust Tilt Knob to center picture on screen.

g. Set Silent-Sound Speed Selector for sound or silent film while projector is running. (Normal operation at sound speed will not require any adjustment.)



(2) Threading the Projector

a. Turn Motor-Lamp Switch to "Forward" position.

b. Inspect the first three feet of leader. It must be undamaged and free of tape or other obstruction. Clip end of leader using Film Trimmer.

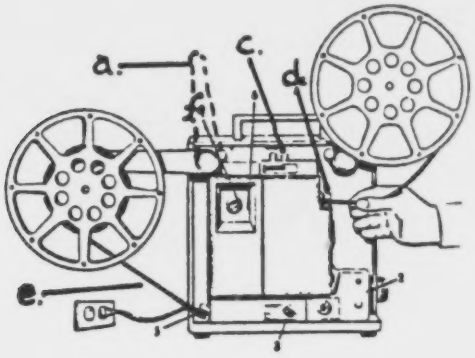
c. Push Autoload Lever toward front of projector until it locks into position.

d. Insert film into film channel until it engages the film sprocket.

e. After approximately two feet of leader has passed through the projector, pull lightly on loose end of leader until a "click" is heard, then stop projector and attach end of leader to Take-Up Reel and rotate reel to take up slack in leader.

f. Turn Motor-Lamp Switch to "Forward Lamp" position.

NOTE: There are many important hints on operation, film condition, use of equipment in the operations manual provided with each machine. Keep manuals in a permanent file and have available for reference.



(3) To Rewind

Bell & Howell

a. Put take up arm in vertical position.

b. Attach film to front wheel.

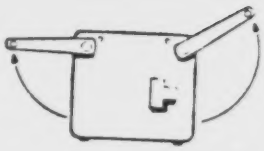
c. Set motor switch to "Reverse" and push rewind button.

BELL & HOWELL MODEL 540

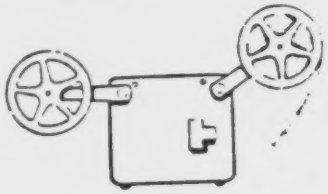
1. Set-up Procedure

   a. Lift both arms up until they click in place.

   The take-up arm of the Bell & Howell has two positions. The first position is for playing and the second position is for rewind.



   b. Place a reel with film on the feed arm (the one in front) and then place an empty reel on the take-up arm. The empty reel must be the same size or larger than the reel with the film.



   c. Turn the sound control on but not up on the Bell & Howell. This will give the sound system time to warm up.

   d. On the Bell & Howell take approximately five feet of film and work the film into the projector from the side.

   e. Follow the threading diagram on the projector.

2. Threading Procedure

   a. Pull lens casing open (away from projector).

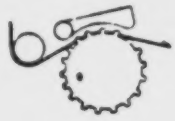
   b. Open the three sprocket guards.

   c. Work film under the first two small rollers and over the large sprocket roller. Move film back and forth until holes on film catch on the sprockets and then close the sprocket guard. The guard keeps the film from working off the roller.

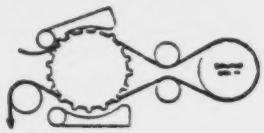
   d. Before placing film in the channel where it is projected, form a loop the size indicated on the projector. This loop is necessary to provide smooth showing and undistorted sound.

e. In the film channel the sprocket holes on the film must engage with the three sprockets.

f. After leaving the film channel, put the film under the small black roller and over the large sprocket roller. After the sprocket holes are engaged, close the guard.



g. Work film under next roller, around sound drum, over the next roller, under the sprocket roller and over the small black roller. At this time pull on the film so it is tightly wrapped around the sound drum and close the last sprocket guard. Proper film tension will keep rollers from touching each other. This keeps the sound from being garbled.



h. Place the film under the next roller, then around, between, and up the last two rollers to the tape-up wheel.

3. To Rewind Bell & Howell

a. Put take-up arm in vertical position.

b. Attach film to front wheel.

c. Set motor switch reverse and push rewind button.

SINGER/GRAFLEX 1115-A

1. Set-Up Procedure

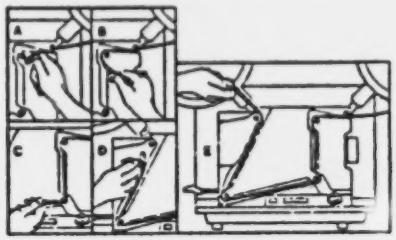
   a. Connect power cord to grounded wall outlet.

   b. Swing reel arms up to lock in place.

   c. Attach supply reel to front arm, empty reel of equal or greater size to rear and be sure sprocket holes are on operator side.

2. Threading Procedure

   a. Grasp the end of the film firmly with one hand and pull along film path as shown. Following threading sequence A thru E as shown.



   b. Insert end in slot in take-up reel.

   c. Turn reel clockwise to secure.

3. Run

   a. Set master control lever at "Project".

   b. Depress "Forward" button.

   c. Adjust tone and volume. Focus lens.

4. Fast Mode Reverse

   a. To return quickly to already projected scenes for re-showing, depress "Stop" button.

   b. Move master control lever to "Fast Mode".

   c. Press "Fast Rewind" button.

   d. Press "Stop" button at place desired.

   e. Set master control lever at "Project".

   f. Press "Forward" button.

5. Rewind

In Path:

a. Stop projector before film leaves supply reel.

b. Set master control lever at "Fast Mode".

c. Depress "Fast Rewind" button.

Reel to Reel:

a. Do not change reels.

b. Secure film from rear reel to front reel.

c. Turn reel counterclockwise to remove slack.

d. Set master control lever at "Fast Mode".

e. Depress "Fast Rewind" button.

RECORD PLAYER

The record player is probably the most universally used AV machine in current use in the schools. It is easily used by students and staff.

Various models of record players are found in the schools, but they all function basically the same. Records of the common disc type are produced in two regular formats - 45 rpm (revolutions per minute) and 33 1/3 rpm. There are also quite a few 78 rpm records in use, though they are not in current production.

With respect to stereo, most of the newer model players will accept stereo records. They will not play back in stereo unless the player is a stereo player with two or more speakers. The common models are monophonic, but have power points (needles) which will not damage stereo records. If they have such power points, the machines are so marked (usually - "stereo compatible"). If there is no indication that the player is adapted for stereo records, do not play stereo records on the machine as it will ruin the recordings.

To keep records in good shape, be sure to return them to the record envelope after each use. Cover machines after each use as dust is the great enemy of any recording.

To clean records, and do this before you start hearing the dust through the pickup, wash them in a mild solution of detergent and warm water, then rinse. Allow to air dry in as dust free a condition as possible.

(1) Operation

a. Place power cord into grounded AC receptacle.

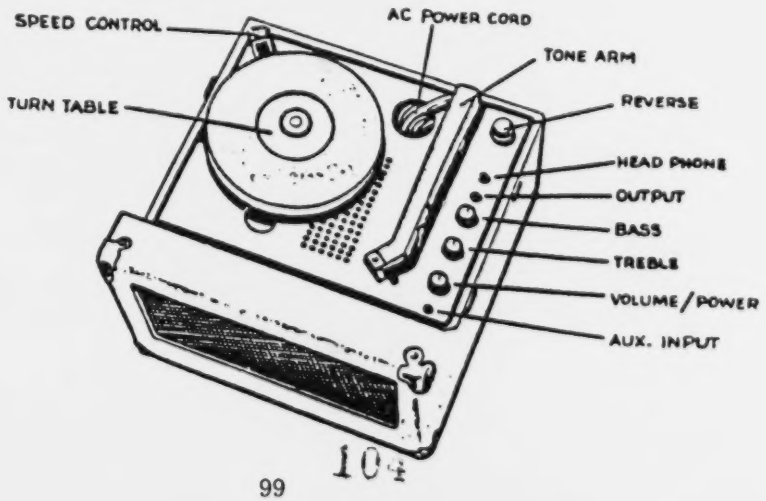
b. Set speed setting at desired speed. Four speeds may be available 16, 33 1/3, 45 and 78 rpm. There is a built-in adapter at the center of the turntable which must be raised to play 45 rpm records.

c. Place record on turntable.

d. Turn on power.

e. Place tone arm over the outer edge of the record and gently lower.

f. Adjust volume and tone controls.



g. To stop at a particular point on a recording, simply turn the pause control clockwise. To start again, turn pause back to original position.

(2) Use of Jack-Box or Headphones

A standard $\frac{1}{4}$" phone jack outlet is provided. Headphones can be plugged directly into the jack, or a jack-box for use with multiple headphones can be plugged into the outlet.

(3) Recording from Record Player

Re-recording of records to reel-to-reel or cassette tape recorders can be done through utilization of a patch cord to make the cross-over between the two pieces of equipment.

Be sure to start tape first, then the record when making a duplicate.

(4) Use as a PA System

There is a auxiliary input jack on some models. If the model has a $\frac{1}{4}$" input jack, simply plug the microphone into the jack provided, adjust volume.

CASSETTE RECORDER

The three types of cassette player/recorders most commonly used are the B&H 406-B, Sharp RD-465 and the GE M-8415. Tapes are in a sealed cassette which comes in varying length of playing time. Standard cassettes have lengths ranging from ten minutes total time (C-10) to 120 minutes total (C-120). The times given are total playing times per cassette. The amount of time on one side is one half the time indicated, i.e., C-40, total time 40 min., one side, 20 min. Use of the C-120 is not recommended as there are continual problems encountered with tape at this length. C-90s are the longest recommended at this time.

All cassette recorders play and record at 1 7/8 ips.

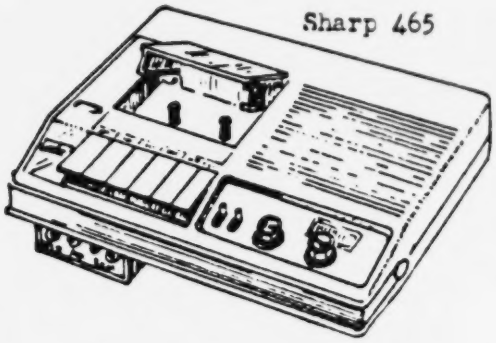
The cassette container is the same size regardless of the tape length or time.

Placing Tape in Machine

The open side of the cassette, with the tape showing, should face the record and playback heads. As with the reel-to-reel recorder, place the recorder in the STOP position before putting the cassette in. Make sure tape is on the left side of the cassette as the tape travels from left to right to play or record.

Play/Record

Both the play and the record keys must be depressed to activate the record function.



Erasing

Tapes may be erased as they are re-recorded. This will occur automatically. It is recommended that when possible, tapes be erased clean by use of the cassette tape eraser (degausser) to achieve the best possible recording (see below). To erase automatically using the recorder, place the controls in the record position and simply record.

To prevent accidental erasure of taped material, the removable tabs on the back edge of the cassette should be removed. These tabs can be popped out easily with the use of a pencil point or similar device.

Tape Duplicating

Duplication is possible from cassette to cassette and from record player to cassette. Caution must be taken to be sure the Copyright Law and District Policy are not violated. If there are any questions, the media specialist or principal should be consulted.

JACK-BOX AND HEADPHONES

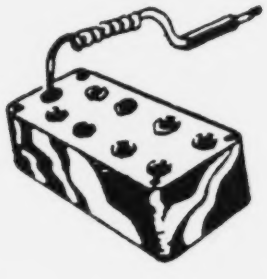
The most common system for distribution of taped information to students is by use of individual headphones. In order to distribute the signal from one tape player (or phonograph) to several students simultaneously, a "jack-box" is used. This device provides places where several headphones (usually four or eight) may be plugged to receive one program source.

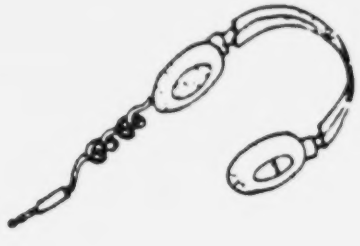
To care for:

1. Excessive handling of the connections should be avoided and all handling of cable should be by plug, not by pulling on cables..

2. Headphone plugs should not be loosened and often a drop of fingernail polish or rubber cement on the threads of the plug (before screwing the barrel down tight) will help discourage disassembly and give extended usage.

Eight Position Jack Box and Headphones





CASSETTE PLAYER (Only)

Most of the schools have cassette player units as well as player/recorders. These units have two distinct advantages: (1) lower initial cost, (2) tapes cannot be either accidentally or purposely erased. Many schools are finding they have quite a sufficient number of units to perform the recording functions needed in the buildings and are ordering the player-only units.

The players are clearly marked for function and in addition to play have Fast Forward and Rewind. The B & H 3070 has an end-of-tape automatic stop and power cutoff. Unlike some of the earlier models, both play only and play/recorder, the equipment now available has the standard 1/4" phone jack outlet for headphones and jack-box connections.

RCA VHS VIDEOTAPE RECORDER

a. Connect the power cable from the receiver to one of the two outlets provided on the power panel on the cart.

b. Connect the power cable from the VHS player/recorder to the other outlet provided on the power panel of the cart.

c. Connect the monitor cable from the rear "VHS out" jack of the VCR to the antenna input connector on the upper rear of the receiver.

d. Plug the power cable from the power panel on the cart into a convenient power source. Switch on each unit.

e. Depress the "eject" switch, load the cassette into the cassette door and push the door down to the "operate" position.

f. Turn on TV monitor, tune to Channel 3.

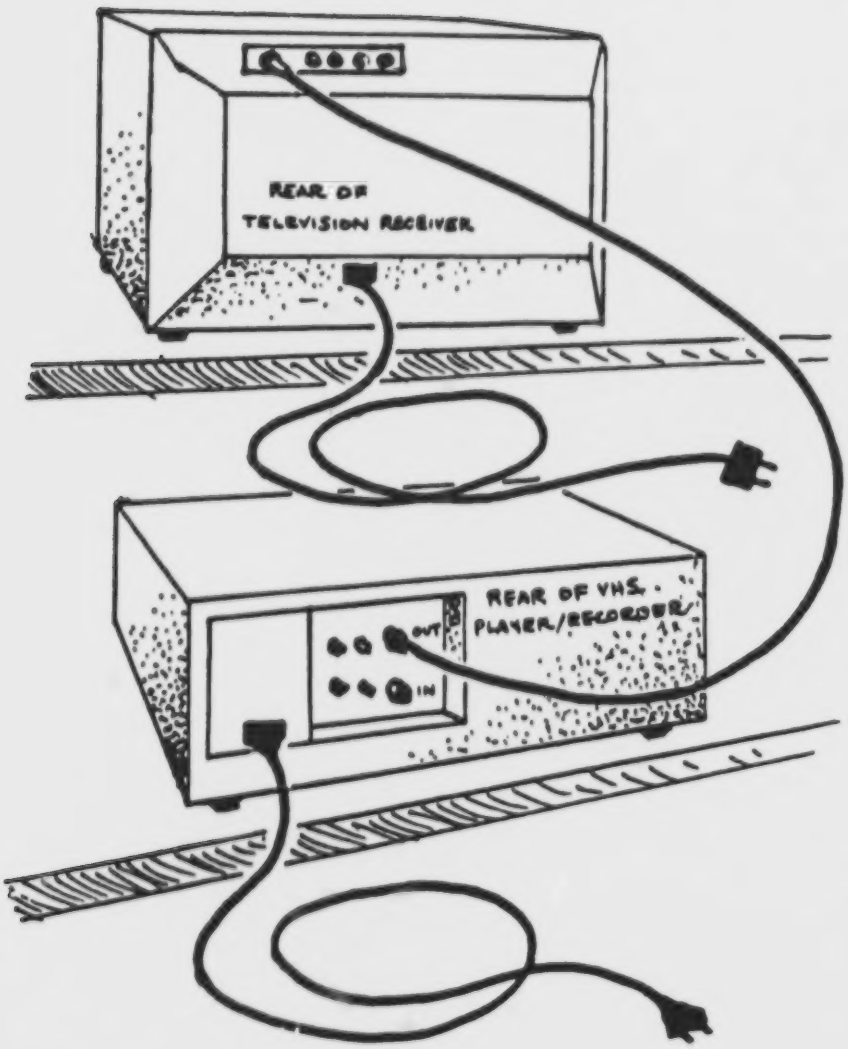
g. Rewind videocassette if necessary and set counter to "000" position.

h. Operate "play" switch and adjust sound.

i. After viewing the program, depress "rewind" and then after the cassette is rewound completely and the machine is stopped, press the "eject" button.

j. Remove cassette, push the loading door down into the VCR and switch off the power.

HOOK-UP DIAGRAM OF THE VIDEO VHS PLAYER/RECORDER AND TELEVISION RECEIVER



PROCEDURES FOR LOADING AND RUNNING PROGRAMS IN THE APPLE (II, II + OR IIe) COMPUTER

1. Make sure AC is securely connected. Interruption of power is devastating to computers and related equipment.

2. Turn monitor on.

3. Turn computer on.

4. Press both"control" (IIe) or "cntrl" (II and II +) and "RESET" keys together. The small red light on disk front panel will go out.

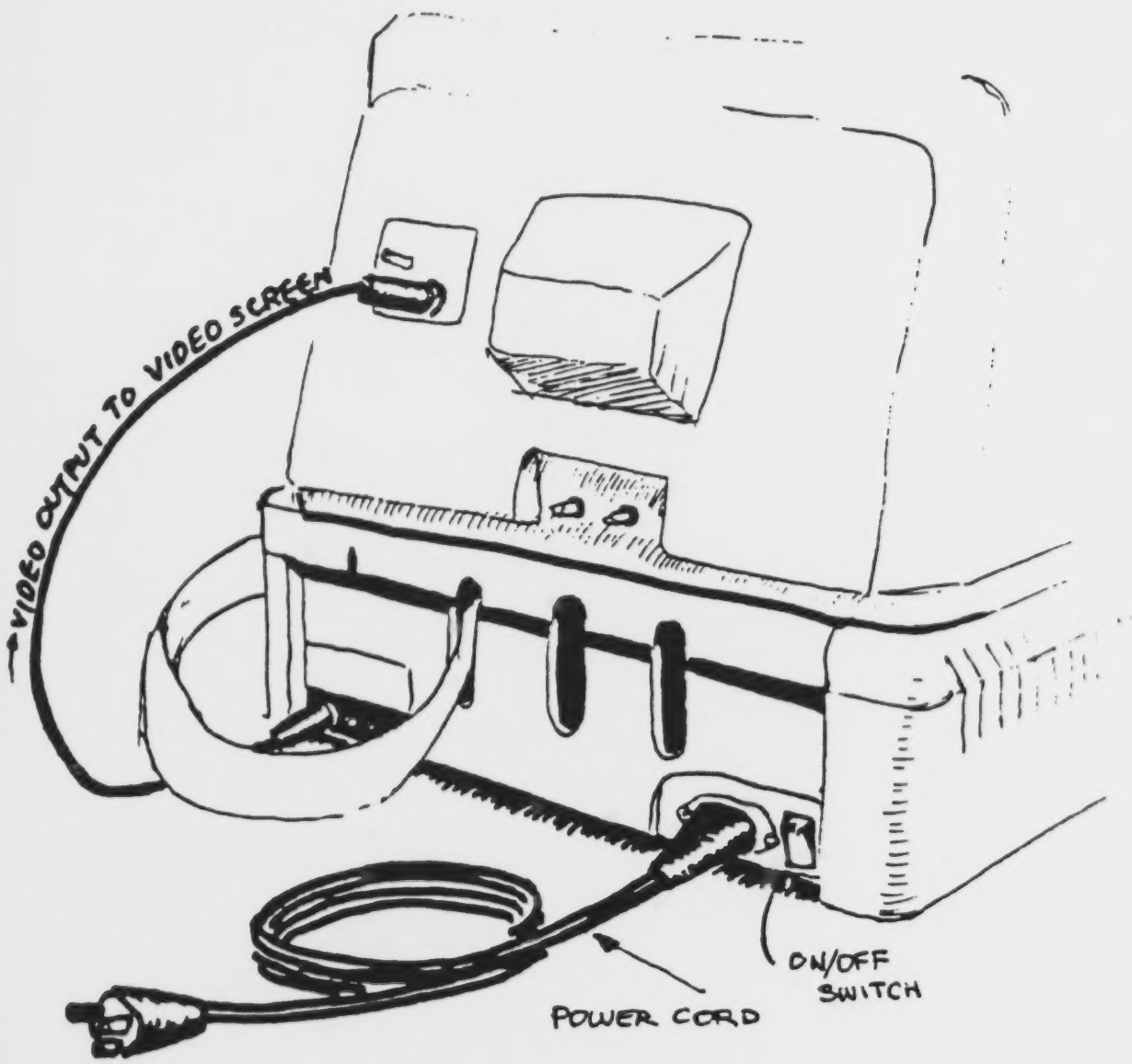
*NOTE: NEVER EVER PUT DISK INTO DRIVE OR REMOVE DISK WHEN LIGHT ON DRIVE IS ON.

5. Open flap on drive.

6. Put disk in drive, label side up, exposed area in first.

7. Close drive flap.

8. Type "PR#6" (no spaces) and then press "RETURN". Wait until light on drive goes out. If program instructions do not appear at this time, type "CATALOG" and press "RETURN". A list of programs on the disk will appear with numbers and letters preceding program names. Type the word "RUN" and then type the name of the desired program exactly as it appears on the list (ignore the letters and numbers in the first two columns - don't type them anywhere) and press "RETURN."



REAR VIEW BACK PANEL CONNECTIONS TO THE APPLE COMPUTER AND TV SCREEN

TRANSPARENCIES

Transparencies for teaching are either commercially made or you can make them yourself in your own building. When making transparencies yourself, two basic methods are employed. One is to make the transparency directly on the acetate or mylar transparent sheet (direct). The other is to prepare a master or use a commercially prepared master and run it through a copy machine (such as the 3M Secretary or A.B. Dick roll machine) with infrared (thermal) transparency film.

Direct Process

(1) Obtain the necessary materials - transparency film, marking pens, ruler, blank paper, pencil, and eraser.

(2) On the blank paper, rule 1" margins to act as a guide for the content. Draw the material to be copied within the margins. If using a printed drawing for a guide, be sure to allow for a margin area.

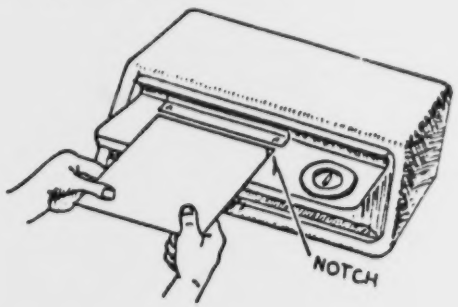
(3) Place the original under the transparency film and trace off the content using marking pens. If you wish to keep the transparency, the work should be done with permanent type pens such as Magic Marker; if it is only for a short term use, water base pens can be used. If water base pens are used, care must be taken in handling the finished transparency as it will easily smear. Lettering can be done directly or by using heatproof dry transfer lettering.

Thermal Process

(1) Obtain the necessary materials - Only materials which contain a carbon or metallic content can be reproduced. Typical materials include most printed pages, some black ballpoint pens, "lead" pencils (No. 2 is best), and typewritten materials. One must also have some paper to work on.

(2) Allow a 1" margin on all work.

(3) Place the original under the thermal transparency film, facing the thermal film. The notch on the film should be in the upper right hand corner.



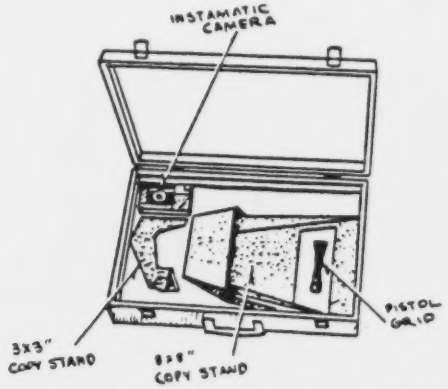
(4) Set the exposure on the copy machine. (On the 3M Secretary, the setting will be midway between the buff and white markers. On the A.B. Dick, the setting should be approximately at "3". Adjust as needed. Higher setting gives over-exposure--too high a setting will tend to burn out the image causing a blocking up of the image on the film creating a "fuzzy" image.)

(5) Place material with transparency film on top between the guides and feed into the machines. There will be automatic takeup when material reaches the rollers.

VISUALMAKER

The Kodak Ektagraphic Visualmaker is a kit designed to make photocopying comparatively simple for the teacher and student. While the range of copying is limited, highly successful results can be obtained by proper use of this equipment for color slides or black and white or color prints.

Each kit contains a Kodak Instamatic Camera and two copy stands. One stand will handle materials up to 3" x 3" in size and the other will handle copy to 8" x 8".



The camera uses a wide variety of 126 size film cartridges and can be used off the copy stand for regular or flash pictures, indoors or outdoors. Your choice of film depends on the subject matter and whether you need slides or prints.

You get 2" x 2" color slides (with a square 26.5mm image) from Kodachrome-X film or Ektachrome-X film. From Kodacolor-II film you get 3½" x 3½" standard color prints or black and white prints can be ordered instead. You can obtain black and white prints (3½" x 3½") from Verichrome Pan film.

Developing and printing can be obtained most quickly and easily by contacting a local processor or camera store.

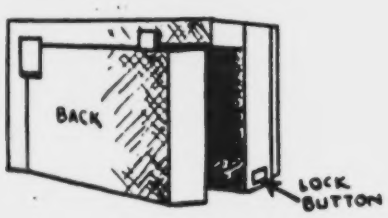
The Camera

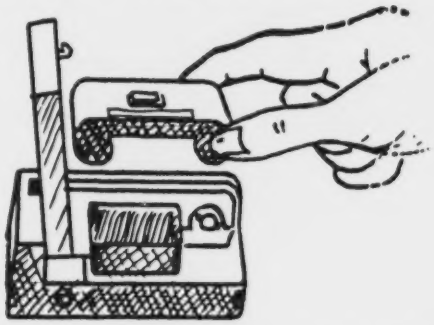
(Prepare camera for picture taking as described in manual accompanying the Visualmaker. This needs to be done by the initial user.)

NOTE: Before loading film, check the present condition of the battery by first swinging out the film advance lever as far as it will go, then covering electric eye with a finger while slowly depressing the shutter release. When release is almost fully depressed, the red warning light should appear in the viewfinder; if it does not, clean the battery surfaces with a rough cloth, reinstall and, if necessary, replace with a fresh battery.

Loading Film

Open the back of the camera. Move the corner lock button up to unlatch the hinged cover. Swing the cover out. Place the film in the camera. Keep the printed side of the cartridge up and the larger end toward the lock button.





Close the back of the camera. Swing the back shut and press it against the camera body until it latches. You will see that the name of the film and the number of exposures per cartridge appear in the window in the back of the camera.

Swing out the film advance lever toward the front of the camera and then allow it to return. Repeat until the lever locks (about a dozen full strokes). A series of arrows passing across the window shows the film is advancing toward the first number. The number that appears in the window acts as your exposure counter. Do not attempt to center on an exposure number. When advancing film, the lever must be operated repeatedly until it locks; otherwise the shutter release cannot be depressed.

Installing the Flash Cube

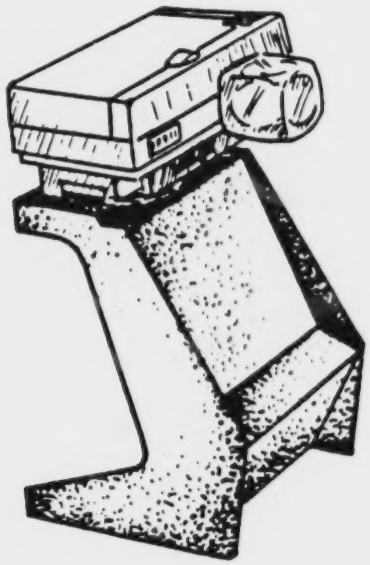
Each cube incorporates four bulbs, with a reflector and flash guard for each bulb. As the film is advanced to the next exposure, the cube revolves one quarter of turn clockwise to bring another flash bulb into firing position, thus providing for four successive flash exposures if a fresh cube is in place. Do not take daylight pictures with a used cube in place.

Differing models of the Instamatic camera take different cubes. The conventional flash cube will not fit into cameras designed for the self-powered magicube and vice versa.

Copy Stands

With either of the two copy stands provided, 3" x 3" or 8" x 8", allow a half-inch margin or frame on all sides of copy as the field which will be photographed is inside the frame. You will actually be taking a picture of squares which are a little less than 3" x 3" or 8" x 8".

Install the camera on the camera stand which you select. Set the camera on the camera shelf. The bottom of the camera must go against the closed side of the camera retainer and the outer ring of the camera lens must fit outside the mounting ring of the close-up lens. Remove the wrist strap from the camera, otherwise it may hang in the view field. Place flashcube in place.

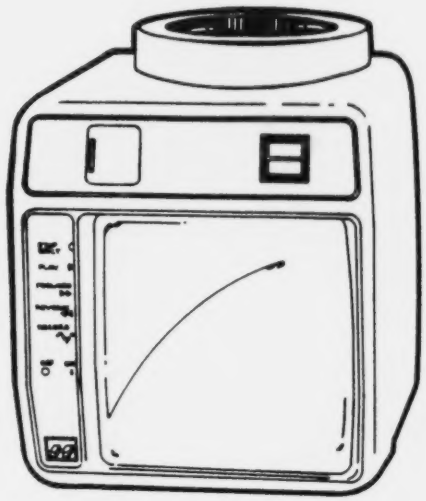


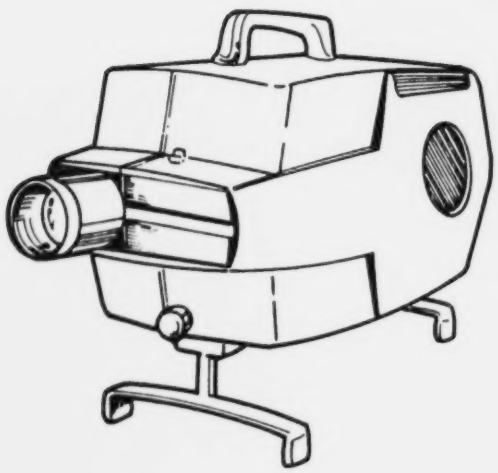
If your camera has the capability of selected focus, move the focus button to "beyond 6 feet" setting. Arrange your subject matter, picture or material in the field frame of the copy stand. Press the shutter release. Operate the film advance lever until it locks (1½ to 2 full strokes). The flash cube will turn automatically. Now you are ready to take the next picture.

*Developed by the Aurora Public Schools, Aurora, Colorado, and used with special permission.

INVENTORY

All equipment should be returned to the library at the end of the school year for inventory and a maintenance check. The serial number on the equipment should be checked against the Equipment Record Card. The Equipment Record Card should be marked "INV./year" to indicate that the piece of equipment has been accounted for. The piece of equipment should be marked with a piece of colored tape or other means to indicate that it has been inventoried before placing it in the storage area for the summer. If equipment will need repairs during the summer, the person returning it should indicate what the problem is on a card which should be affixed to the equipment. This a good time to evaluate all equipment and determine which machines need to be considered for replacement. Consider using a microcomputer to assist in record-keeping.





CIRCULATION

CIRCULATION

The primary function of a library media center is to provide service to its patrons. In order to facilitate this, the status of each item must be maintained through an efficient circulation system. Statistics may be gathered which are vital to the evaluation and reporting of needed changes.

Policies

1. Establish a written policy and obtain approval from the administration. Every effort should be made to inform patrons of the policy through students' handbooks, orientation, enrollment sessions, etc.

2. Length of circulation of materials will depend upon the size of the collection, format of the materials, and demand placed on the collection for class use.

   a. Books are usually checked out for one to two weeks.

   b. Reference and reserve books may be limited to overnight use or for a single class period.

   c. Audiovisual circulation depends on availability of materials and equipment. In most instances they are circulated for overnight use or for a few days.

3. A privacy law enacted in 1985 makes it necessary to establish a circulation system which protects the confidentiality of the student borrower. In order to comply with the new law, it has been necessary to make changes in standard procedures. For example, private or individual overdue notices may include both the student's name and book title. Group notices (lists) should not include title. An amendment to the law in 1986 exempts elementary schools from the provision. However, it is recommended that librarians consider complying with the privacy act regardless of grade level.

SUGGESTED METHODS OF COMPLYING WITH THE PRIVACY LAW

   a. Issue student I.D. numbers to be used instead of names on the circulation card.

   b. Students sign their name in pencil and erase it when the book comes back into the library.

   c. Use the small yellow 3M Post-it notes for students to sign and merely throw them away.

   d. Use a double card system whereby the cards remain in the books as they are, but when the student checks out a book, they sign a card which does not have a title typed on the header. Then they use a paper clip to attach that to the book card. When the item comes back, the book card goes back into the book, and the card the student signed gets placed in a stack at the circulation desk for the next student to use.

e. Mark through names with felt tip pens. Some have found this method unsatisfactory.

f. Use a solid bar-shaped rubber stamp the size of one line on a circulation card. A well-inked stamp pad will totally obliterate the students' signature.

g. If it is feasible, purchase an automated circulation system.

4. It is wise to develop a library clearance procedure so that students withdrawing from the school will be sure all media center materials are returned. (See Appendix, page 228).

Circulation Procedures

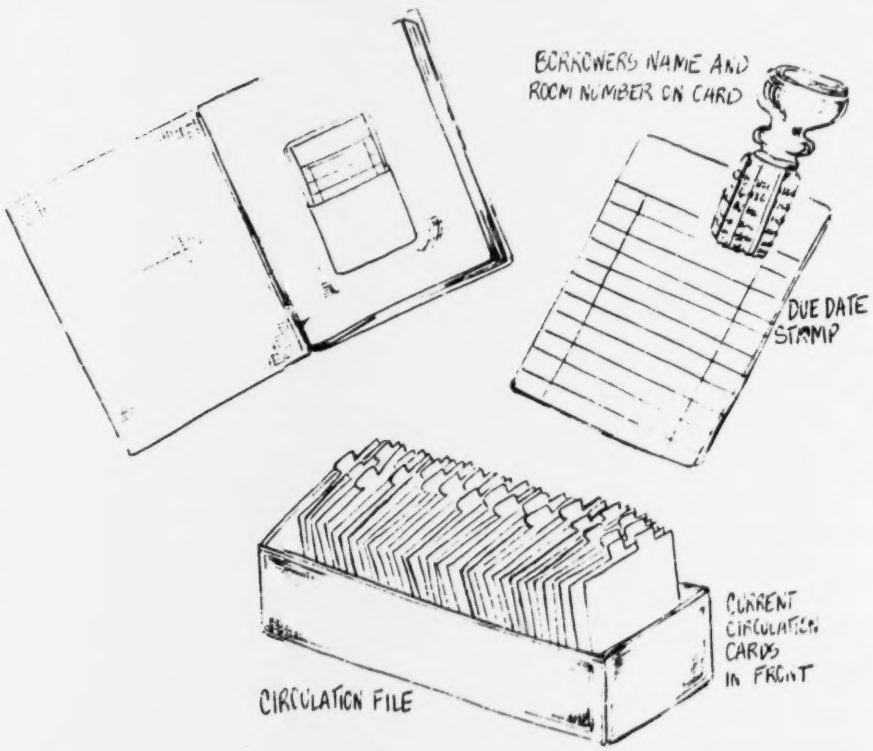
1. Checkout procedure

   a. Student signs name and room number on borrower's card. See Appendix, page 229 for special checkout forms.

   b. Library aides stamp date due slip and borrower's card.

   c. Place cards in front of circulation file. If daily circulation records are kept, count cards before filing at the end of the day.

   d. Cards are filed behind a date due guide in various ways. These include filing all cards alphabetically by author, or alphabetically by author and the nonfiction by Dewey number. Another system that might be used is to file by accession number.



2. Self-checkout system. Many elementary library media specialists find it advantageous to develop a system for self-checkout.

   a. Students sign borrower's card and add classroom number or teacher number. The card is then placed in a box.

   b. A pre-stamped date due slip is placed in the pocket of the book. Others have the student write in the date due on the slip in the book.

   c. At the end of the day the cards are then stamped and filed by whatever system works best for that media center.

3. Check-in procedure

   a. Check the date due stamped on the item returned.

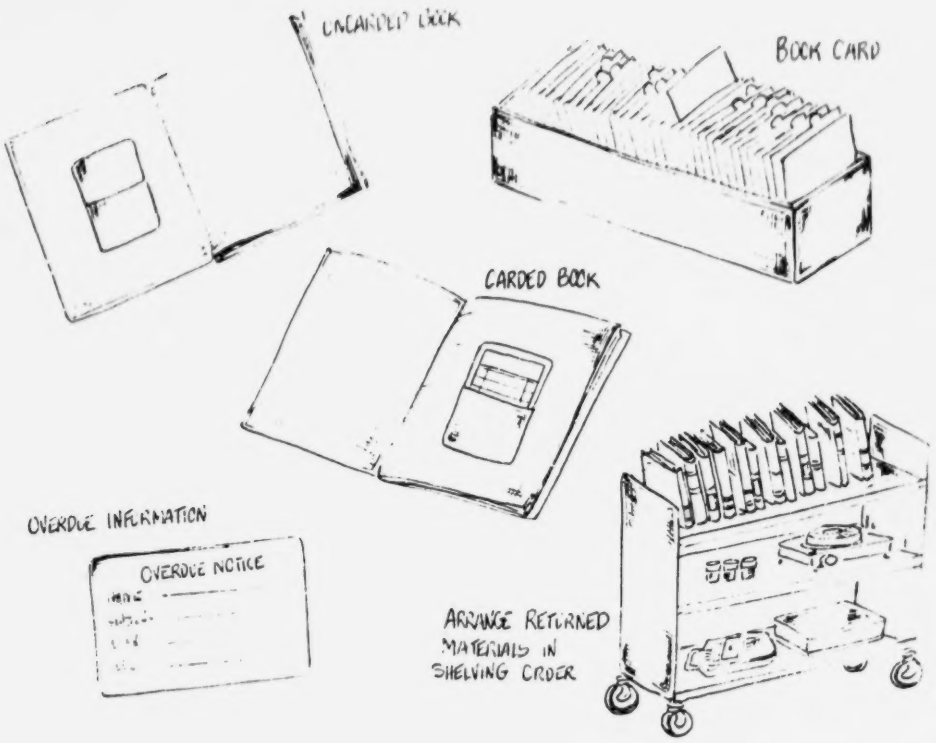
   b. Locate the borrower's card behind that date in the circulation file.

   c. Compare information on the card to the information on the book pocket to be certain it matches.

   d. If an overdue or fine list is maintained, remove name from list.

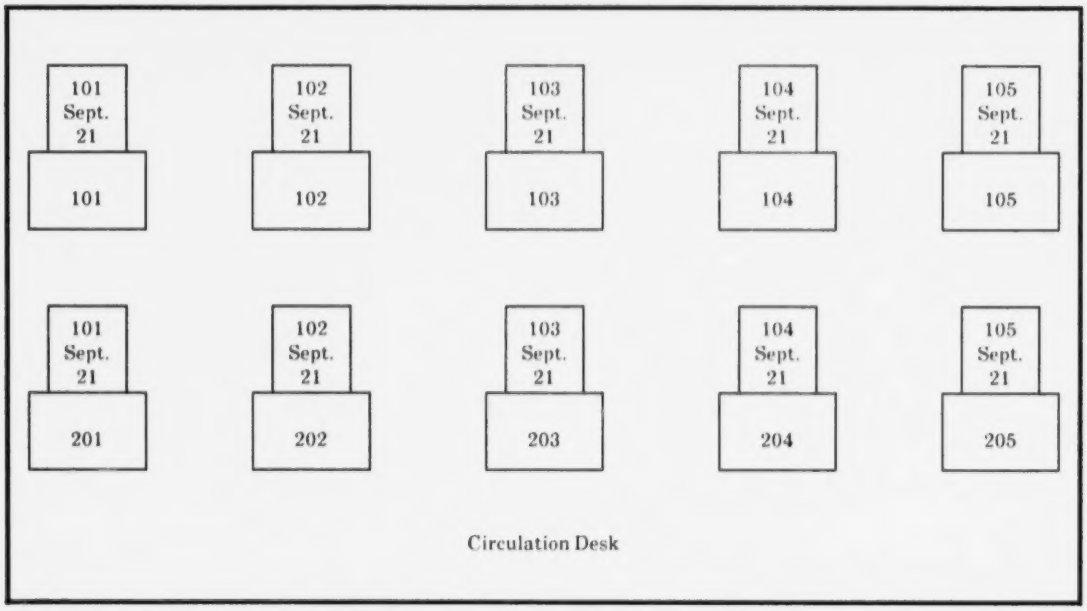
   e. Note condition of materials and make a repair slip or send to the bindery if necessary. (See Appendix, page 230)

   f. Put materials (in shelf order) on a book truck, to be reshelved.



SAMPLE
SELF-SERVICE CHECKOUT/RETURN
Westwood Elementary (K-5) Stillwater, OK

Box for Checkout Cards — Books Due Sept. 21.



A poster containing a pocket for each room hangs from circulation desk. Each pocket contains pre-dated due slips. They are stamped by volunteer parents. We use old catalog cards cut in half. Date changes only once a week--Wednesday.

Boxes in circulation desk well

202	202	202
201	201	201
105	105	105
104	104	104
103	103	103
102	102	102
101	101	101

Procedure for checkout: Student signs name and room number on checkout card. Checkout card is placed in special box on circulation desk. Student then takes date due slip out of poster pocket and places inside book pocket.

Procedure for return: Student places book inside box return slot. Do not remove date due slip.

Behind-the-scenes procedure: Date due slips are recycled into poster pockets or stamped with new date. Checkout cards are taken out of box on circulation counter at end of school day and sorted according to room numbers. Cards from each room number are alphabetized according to author's last name and filed in box with same date. When the book is returned, volunteer notes date on date due slip and locates checkout card in correct box.

TIPS FOR PROPER SHELVING OF BOOKS

1. Books are shelved from left to right and top to bottom in a section, traditionally three feet wide.

2. Books should be pulled to the front edge of the shelf to increase visibility of call numbers, and for neatness.

3. Shelves should be filled no more than two-thirds full whenever possible.

4. Sturdy, metal bookends should be used to hold books upright. Taller bookends tend to be more effective.

5. Nonfiction sections should be logically arranged in Dewey Decimal order, moving from left to right.

6. Biographies are shelved by the person they are about so that all books about the same person will be shelved together.

7. Some libraries design procedures to encourage students to reshelve their own books. For example, where each student has an individual book pocket, they might find the card to the book and reshelve it.

8. Easy books may be shelved by first letter only.

9. Shelves should be "read" periodically. It is helpful to move all books on a shelf to the right. One by one, move books to the left, checking each call number as you go. Students can do this.

AUTOMATION

AUTOMATION

The computer age is upon us. Computer applications in the school library media center are quickly passing the stage of experimentation and are becoming a necessity. The time and effort consumed initially in going to a computerized system will in the long run free professionals to spend more time with students and staff.

Consider computer application if the task is repetitive and requires data manipulation or analysis.

Examples of functions which may be automated:

1. Administration:

   Collection analysis
   Reports
   Data analysis (circulation, borrowers, collection size)
   Word processing
   Notes to teachers

2. Circulation:

   Student identification files
   Circulation of materials
   (partially and fully computerized)
   Circulation of equipment
   Overdues
   Circulation statistics and reports
   Scheduling of equipment, materials, and facilities

3. Technical services:

   Catalogs (replacing card catalogs)
   Computerized catalogs of partial collections
   (such as paperback collections, audiovisual collections)
   Authority lists (such as subject headings or author's names)
   Catalog card production and label preparation
   Interconnection to the other libraries through computer networks
   (such as OCLC)
   In-depth indexing of materials
   (such as indexes to short story collections)
   Magazine check-in
   Consideration files (wish lists)
   Ordering

4. Reference Operations:

   Bibliography generation
   Files of reference questions and their answers
   Community resource files
   Locally created databases
   Online database searching

5. Instruction:

   Plans for units of instruction
   Planning documents

CRITERIA FOR AUTOMATED SYSTEMS

1. What equipment is required?
2. Does the program provide one function or multiple functions?
3. Does the system work?
4. Is the documentation useful?
5. Does the system save time?
6. Is it at least as accurate as the human method?
7. Is it more efficient in time or amount of work it can do?
8. Is it easy enough to be operated by staff other than the media center staff?
9. Is it adaptable to meet local needs?
10. Is it cost effective?
11. Who will help if problems arise?
12. How will it be updated?
13. What manual backup will be needed?

The "perfect" library management system does not, as yet, exist. If it did, however, it would contain the following components:

1. Six computers

   one for circulation
   one in the workroom for technical processing
   four student stations with printers
   networking software
   hard disk of at least one megabyte per 1,000 titles minimum

2. Back-up for the hard disk system

3. A modem and telephone lines between schools

4. Capability for on-line data base searching

5. Ability to download in MARC tape format

6. Technical hotline to the company

7. Access to updates as they are available at minimum cost

8. Automatic transfer of data

9. Training of personnel

10. Access to a large number of subject headings--should be unlimited, but a minimum of six--and a capacity for Boolean searching

11. Ability to make global changes

12. An easy-to-read screen

13. An easy-to-use format. "If a second grader can't run it, don't buy it."

SERVICES

INTRODUCTION TO SERVICES

The services of the School Library Media Center which are readily available to all members of the school will make an important contribution to the total educational program. Learning is part of everyone's life and the library media center can put life into the learning process. With these services, students' inner resources can be guided toward constructive living and developed according to that student's potential.

Individual needs can be met through the services of a library media center. We do not all learn the same way or at the same rate. Services of the library media center should supply the needs of the students and teachers as they relate to the curriculum but can also help students develop beyond that point if they so desire. The services of the library media center should provide for the slow, the gifted, the disinterested, the creative, and all those somewhere between.

The media center experiences can help develop positive attitudes toward the teaching-learning process and toward learning materials in all students. These attitudes will be evident in the care of materials, the use of the media center and general feelings about the entire educational program.

Evaluation and improvement are part of the services which should be included in a media center program. Services must meet the needs of all students and faculty, and these needs may change. Be able to change services if the need arises.

Along with the services in the school library media center should go a pleasant, enthusiastic attitude toward all users.

A large part of the media specialist's time should be spent in active involvement with students and teachers. The library media center should be a learning center and should above all, reinforce the total educational program of the school.

Good services can best be provided with a large amount of thought, flexibility and evaluation. Good services can make a trip to the library media center not only helpful and enriching but FUN!

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CURRICULUM-BASED SCHEDULING

The ultimate goal of the library media program in any school should be to give students multiple opportunities to expand their world through library resources, and to teach them the skills needed to find their way around in a world that continues to explode with information. To accomplish this, curriculum, people and schedules are involved.

What is the central function of a library media program? The library media center must have a direct and positive impact on the instruction of the school. teachers will teach better and students will learn more if there is an effective library media center program. Students learn more if they are actively involved in the learning process. In schools where instruction is learner centered the direct involvement of the library media program in the teaching-learning process is common-place.

Our fast-paced society demands access to the most up-to-date information, and our students must have the opportunities to evaluate, interpret, organize and present that information. Children should not be denied the opportunity to participate in an active and effective media program because some teachers prefer to stay with the textbook-limited method of instruction. Likewise, students should not have to pay the price because administration finds it easy to provide teacher preparation time by scheduling classes into the media center as though the function of the media program is similar to that of the music or physical education program.

Schools that develop instructional methodologies geared to the extensive use of resources, rather than, or in addition to a traditional textbook approach rely heavily on the media center program. The role of the library media specialist in this type of instructional program demands that he/she be accessible to work and plan with individual teachers and curriculum committees. If the media professional is tied up with back-to-back classes during the teacher's planning time, it is impossible for this trained specialist to contribute to this planning process. The vital question is: Has the school district hired the professional to provide preparation time for teachers, or to implement a library program that brings children and various forms of media together in a meaningful, dynamic way?

The following concepts should be incorporated into the scheduling plan for the school library media center.

1. As much as possible the center will be available to all students and teachers during the entire school day.

2. Teachers will be able to bring classes to the media center for <u>planned</u> activities. Students from other classes will still be allowed use of the media center during these times if there is proper personnel on duty and space is available.

3. Groups or individuals from a classroom will have the opportunity to use the center for research and planned activities.

Many factors must be considered in the planning of the media center schedule. There may be existing time periods, the length of which must remain as is. The size of the center and seating space available will effect scheduling as will the relationship between the number of students and the size of the media center staff. In some schools there are fixed schedules around which the media center schedule must be planned.

It is also necessary to consider how much time students need in the library media center. This should include:

1. time to browse, check out materials and read
2. time for reference and research
3. time for computer usage
4. time to participate in literature appreciation activities, book talks, storytelling, etc.
5. time for production of audiovisual materials
6. time for instructional activities, such as reading, listening, viewing, discussing, etc.

If the size of the library media center permits, allow teachers who desire to have a short scheduled time to check out books and materials each week. It should be understood that the library media specialist will not be tied to this schedule. If the media specialist is not working with a class group or occupied in other activities, he/she can be available to offer reading guidance. The teacher must stay with the class during a scheduled checkout time. Drop-ins, in a limited number, from other classes may come in to check out materials without the teacher throughout the day.

This arrangement will leave the library media specialist to be scheduled as needed by all teachers, and will make him/her available on a completely flexible basis for the following activities:

1. working with the teacher to plan, carry out and evaluate instructional units
2. working with the classroom teacher in the teaching of library media skills to be integrated into the classroom curriculum
3. literature appreciation activities
4. story hour for lower elementary grades
5. working with individuals or small groups in reference and research activities
6. working with small groups in media production activities
7. time for administrative duties and program evaluation

Flexible scheduling allows the classroom teacher to schedule class and group use of the library media center on the basis of immediacy of need. In this procedure a blank schedule or calendar for the next week is posted for the teachers. If teachers wish to schedule classes into the library media center for an activity, they fill in the period with name, class, and activity. If this activity requires assistance, the teacher plans with the library media specialist. This scheduling must be done by Friday for the following week. This allows the library media specialist to send a schedule to each teacher on Monday morning showing the periods for that week which are scheduled. This helps the other teachers know when the library media center is available for small groups or individual activities. Some weeks the library media specialist may need to see a class three days in a row, but not see that class again for a couple of weeks. Opportunities are still available for student check-out of materials throughout each day.

This method of planning for media center use will not be easier, but will be more effective. The media professional will get more work done, teach more creatively, have more time to plan with staff and jointly plan how to implement agreed upon goals. The media center will be available to more people for longer hours. The media specialist will have more time for reading guidance, have more meaningful contacts with children and bring more enthusiasm to her job. Certainly a schedule that allows for this type of positive interaction between students and teachers is the desired outcome of any instructional program.

HELPFUL HINTS FOR SCHEDULING

Every effort should be made to have curriculum-related activities.

Begin scheduling multi-media activities with small groups. Every student in a class does not need to be scheduled the same day.

Leisure reading should be a part of the scheduled activities.

Begin with only a few activities to allow the students, teachers and staff to become familiar with the procedures of scheduling.

Make materials used in scheduling as accessible as possible for the teachers.

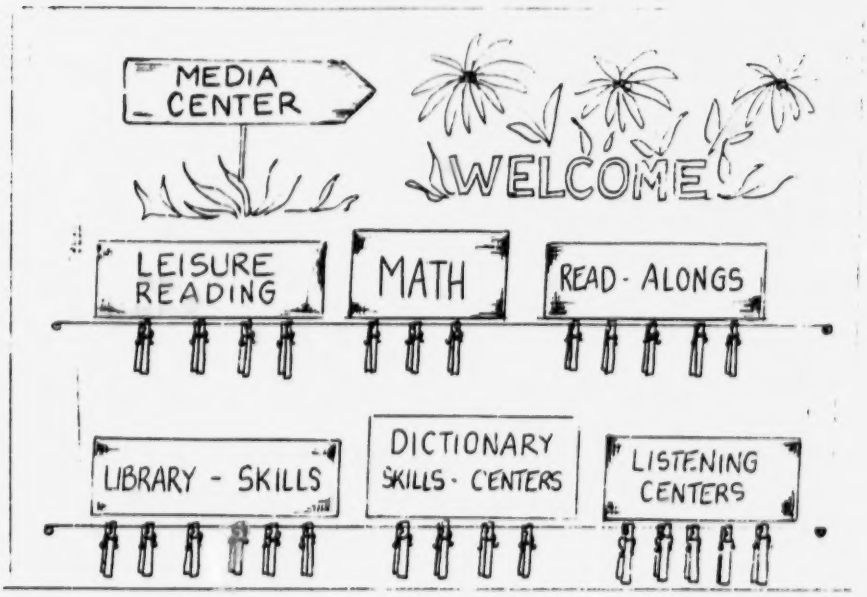
Teachers should instruct students concerning the activity before they are scheduled for that activity.

UTILIZING A FLEXIBLE SCHEDULE WITH A SMALL FACILITY

Outside the door of the library media center Margaret Wingfield of Bristow has cards with the available activities printed on them. Each card has the number of clothes pins which that activity will accommodate. When a teacher wishes to send a small group to the library media center for activities or leisure reading, the students can come in for that activity by taking a clothes pin, putting it on their clothing somewhere (collar, sleeve). They then go to that center and begin the activity. If however, there are no pins on the card for the activity they are to do they must come back later. There are only as many activities and clothes pins as the library media center can accommodate at one time.

This is a small library media center so when there is a whole class scheduled, the clothes pins are taken down. When there are no pins outside the door the student and teachers know the library media center is unavailable.

Another variation of this could be issuing a certain number of passes to each classroom teacher. These could be of a durable material or laminated to help preserve them. This would mean the teacher could only send the number of students for which that teacher has passes without scheduling first with the library media specialist.



COOPERATION OF TEACHERS AND LIBRARY MEDIA SPECIALISTS IN CURRICULUM PLANNING

The cooperation of teacher and library media specialist is the keystone of an effective media support program. Since curriculum is the planned interaction of pupils with contents, resources, and instructional processes, face-to-face communication between the teacher or teaching team and the library media specialist is absolutely essential. The following outline suggests a step-by-step procedure that may be followed by teacher and teaching team and the library media specialist when planning together:

I. The teacher and the library media specialist, in a scheduled conference, determine the development and support needs of the unit or teaching plan by identifying

   A. Unit goals

   B. Behavioral objectives

   C. Special class, group, and individual student needs, interests, goals, abilities, progress rates, and concerns

   D. Specific topics, concepts, skills and attitudes, to be introduced, reinforced, and extended

II. The teacher and library media specialist analyze the basic components of the unit or teaching plan that require the direct support of instructional media by

   A. Identifying specific topics in the cognitive area under the following headings

      1. What persons?
      2. What places?
      3. What things?
      4. What events?
      5. What concepts?
      6. What fundamentals?

   B. Identifying specific topics in the affective area

      1. What attitudes?
      2. What appreciations?
      3. What value judgments?
      4. What self-perceptions?

   C. Identifying specific thinking-learning-communicating skills

      1. Listening
      2. Recalling
      3. Observing
      4. Outlining
      5. Comparing
      6. Summarizing
      7. Classifying
      8. Generalizing
      9. Making assumptions
      10. Analyzing
      11. Criticizing
      12. Problem solving
      13. Interpreting
      14. Synthesizing
      15. Communicating

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D. Identifying specific possibilities for tie-ins with previous learnings

E. Identifying culminating activities

F. Identifying evaluation procedures and techniques

III. The teacher and the library media specialist share the responsibility for

A. Determining how each topic can best be developed

B. Determining which experiences will be required of

1. The entire class
2. Special groups
3. Individual students

C. Designing strategies for

1. Introduction of unit
2. Linking ideas
3. Stimulating creativity
4. Encouraging group interaction
5. Stimulating divergent thinking
6. Sustaining interest
7. Encouraging student self-evaluation of progress

D. Designing appropriate learning guides

E. Designing optional and/or branching experiences and activities

F. Determining which learning experiences can best occur

1. In the classroom
2. In the library media center
3. In the large-group instruction room
4. In the seminar rooms
5. In other areas of the school
6. In the community

G. Giving consideration to the following

1. How can understanding be facilitated?
2. How can learning be developed logically?
3. How can learning be individualized?
4. How can failure be avoided?
5. How can boredom and frustration be minimized?
6. How can interest be motivated, sustained, and rewarded?
7. How can creativity be stimulated?
8. How can previous learnings be reinforced and extended?
9. How can relevancy be assured?

10. How can open-ended learning be encouraged?
11. How can learning be extended into other curricular and cocurricular areas?
12. How can alternative enrichment experience be provided?

IV. The library media specialist builds a media support program to match the developmental needs of the teacher's unit or plan by

A. Searching for appropriate media

B. Determining media usage sequences and patterns

C. Designing optional learning experiences

D. Designing and producing or planning to have the students produce media to meet special needs

E. Assembling and grouping media

V. The teacher and the library media specialist share the responsibility for implementing the library media support plan

A. The teacher preschedules class, group, and individual student

1. Use of the library media center
2. Use of other school facilities
3. Field trips and laboratory experiences
4. Culminating activities

B. The students work in the library media center

1. The library media specialist serves as teacher, consultant, and mentor
   a. Orienting the class to new tools, new techniques, and procedures.
   b. Working directly with groups and individuals
   c. Encouraging students to explore beyond the prescribed learning experiences
2. The students in conference with the teacher determine program adjustments and modifications

VI. The teacher and the library media specialist determine the effectiveness of the media support program as evidenced in this unit

A. The library media specialist, at the invitation of the teacher, participates in the culminating activities

B. The library media specialist solicits suggestions and criticisms from the students

C. The teacher shares with the library media specialist his or her evaluation of the effectiveness of the unit

1. Identifying learning experiences and activities that were successful
2. Identifying learning experiences and activities that were less than successful and need to be deleted or modified
3. Identifying areas of student interest that emerged during the teaching of the unit and are to become part of the unit when next taught
4. Suggesting possible changes in content, process, and media usage when unit is next taught

D. The library media specialist makes an anecdotal record of changes to be made in the content of the unit and in the procedure

1. Files the unit outline, work sheets, bibliographies, learning guides, and anecdotal report in the library media center's curriculum file under the teacher's name
2. Adds to the "To Be Purchased List" the added copies of titles needed for this unit
3. Adds to the "Areas and Topic Needing Additional Materials List" those areas and topics not adequately covered in the existing collection.

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Teachers + Library Media Specialists = Co-Designers of Curriculum

1. Plan

MEET WITH THE TEACHER IN THE CLASSROOM OR THE LIBRARY MEDIA CENTER

A. Discuss the purpose of this initial meeting.

B. Select a trial unit for cooperative efforts. Determine the specific subject matter to be covered.

C. Determine the specific behavioral objectives to be accomplished during the unit.

D. Identify reference skills to be introduced or reinforced during the unit.

E. Identify the areas for cooperation. Teacher and Library Media Specialists must work out the activities, the time schedule, and the scope of the unit.

F. Describe what each of you is expected to do prior to the next meeting.

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2. Prepare

STEPS TO TAKE BEFORE THE NEXT MEETING

A. Locate instructional materials:
   1. Examine media center collection including multi-media.
   2. Use information network systems available to you.

B. Review materials:
   1. Match materials with teaching strategies outlined with the teacher.
   2. Organize the materials according to activities or topics.

C. Meet with the teacher in the Media Center:
   1. Discuss materials available.
   2. Examine and preview items with teacher.
   3. Present ideas for using materials.
   4. Decide exactly who will be responsible for presenting each activity in the unit.

3. Teach

PRESENT THE UNIT TO THE STUDENTS

A. Unit is introduced to the students--in the library media center or classroom.

B. Students should be given an idea of the timetable involved, the scope of the unit and their learning objectives for the unit.

C. Monitor the success of the unit as it progresses.
   1. Change or delete activities if they are not working.
   2. Add new materials or ideas for activities as they occur. Many times students will suggest projects they would like to do, that are not on the original time-table. Often these ideas have merit or can be developed into learning activities.

D. Both teacher and library media specialists should have genuine enthusiasm for the project. Treat every unit as a new adventure.

4. Evaluate

PROVIDE OPPORTUNITIES FOR FEEDBACK

A. Evaluate the effectiveness of the unit:
   1. Ask for teacher evaluation of materials and activities.

   2. Seek student input regarding the effectiveness of the unit.

B. Evaluate the cooperative efforts of teacher and library media specialists:
   1. Meet with teacher and discuss results of the unit and whether or not the original objectives were met.

   2. Discuss future changes and improvements for the unit.

   3. Keep teacher and student comments and suggestions with the unit guidelines, as they may be useful in planning the next unit.

C. Plan for future cooperative units.

NOTES:

TIMELINES

Management Tool For The Entire School

Finding enough time to plan with classroom teachers during a busy school day has always posed a problem for the media coordinator who realizes that media skills instruction is more effective when correlated with classroom instructional activities.

In those schools which have sizable faculties, it is even more difficult to sit with each teacher long enough to get a feel for the curricular activities with the classroom.

In an attempt to facilitate communicating the greatest amount of information, in the shortest amount of time, to the largest number of people, the **TIMELINE** concept is being promoted by Carol Lewis and her School Media Program staff.

WHAT TO DO:

The principal (instructional leader in the school) should initiate the concept.

Each teacher completes a timeline in general terms for his/her subject area.

Timelines may be displayed on butcher paper, poster board, or 81/2" x 11" paper.

Timelines should be written in pencil so that changes can be made easily. The principal is in a position to put teachers at ease about making adjustments as needed.

Timelines should be posted in a prominent place for everyone to see-- e.g., the faculty lounge wall.

ADVANTAGES INCLUDE:

Principal (instructional leader) can quickly see how his teachers are implementing the school's curriculum.

Principal can quickly identify areas which need some adjustment-- e.g., too many teachers teaching the same unit at the same time will put undue strain on a media collection not large enough to accommodate the demand.

Teachers may discover that others are doing the same or related studies. Sharing units or working together can reduce the workload for these teachers.

Media coordinator can tell, at a glance, what students are studying. This facilitates the integration of media skills instruction into curricular areas.

Students respond positively to media activities which obviously relate to study assignments. The media coordinator is then in the position of helping students learn media skills while not adding "another subject" to the work load.

Special and/or itinerant teachers--e.g., music, art, P.E., can plan their work to correlate with classroom instruction.

Division of Educational Media
Department of Public Instruction
Raleigh, North Carolina
July, 1980

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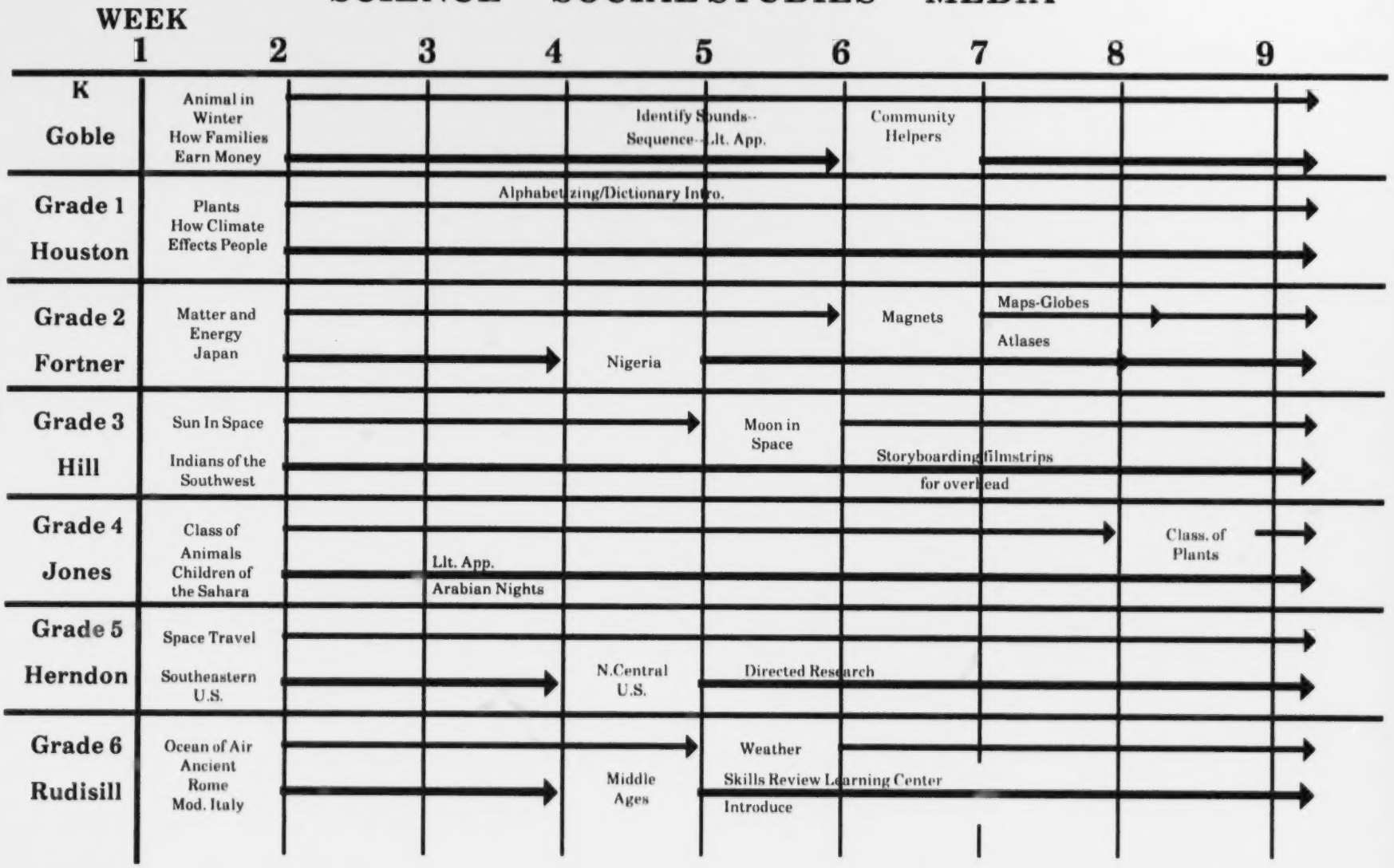

SCIENCE SOCIAL STUDIES MEDIA
WEEK
1 2 3 4 5 6 7 8 9
K
Goble
Animal in Winter
How Families Earn Money
Identify Sounds--
Sequence--Llt. App.
Community Helpers
Grade 1
Houston
Plants
How Climate Effects People
Alphabetizing/Dictionary Intro.
Grade 2
Fortner
Matter and Energy
Japan
Nigeria
Magnets
Maps-Globes
Atlases
Grade 3
Hill
Sun In Space
Indians of the Southwest
Moon in Space
Storyboarding filmstrips for overhead
Grade 4
Jones
Class of Animals
Children of the Sahara
Llt. App.
Arabian Nights
Class. of Plants
Grade 5
Herndon
Space Travel
Southeastern U.S.
N.Central U.S.
Directed Research
Grade 6
Rudisill
Ocean of Air
Ancient Rome
Mod. Italy
Middle Ages
Weather
Skills Review Learning Center
Introduce

JOB DESCRIPTION FOR SUPPORT STAFF

Tasks that can be handled by a library media aide to allow the professional to work with children:

1. Type and process orders, reports, bibliographies, forms, library schedules, letters to publishers, catalog cards, etc.
2. Order and receive materials selected for purchase by the library media specialist.
3. Maintain files of catalog cards, vertical file material, publishers' catalogs and other appropriate files.
4. Under the supervision of the library media specialist, type weekly notices to teachers concerning overdue books.
5. Make simple repairs on damaged materials or equipment.
6. Prepare current magazines for shelving and maintain the back-number stacks.
7. Assist in the annual inventory.
8. Shelve returned materials.
9. Maintain current inventory of supplies and suggest items for acquisition as needed.
10. Oversee the general neatness and attractiveness of the library media center and its displays.
11. Maintain inventory and repair records for AV Equipment, under the supervision of the library media specialist.
12. Assist in circulation as needed.
13. Use natural talents (artistic, storytelling, communications, etc.) to further the media center program.
14. Perform tasks and assume responsibilities as the library media specialist may assign from time to time.

LIBRARY MEDIA VOLUNTEER PROGRAM

Programs to recruit and utilize volunteers to act as library media center aides may be accomplished with the help of the school administration. In some schools, the Parent Teacher's Association may have a Library Media Committee or a Library Media Chairperson. In other schools, the library media specialist may send a form home asking for volunteers and from the volunteers, a chairperson may be elected (See Appendix, page 214). The Library Media Committee Chairperson can aid the library media specialist in scheduling volunteer hours, in contacting volunteers, in orienting volunteers to the library media center, and in arranging meetings for recruiting volunteers and thanking them for their aid. Responsibilities for some of these tasks may be delegated to members of the committee.

Good communications between the school and the volunteers are important to establishing the volunteer program. A directory for volunteers, providing guidelines for volunteer service and listing the members of the committee, may be prepared to aid in keeping the group in touch. The directory may also give volunteer schedules.

A form to help discover special talent and interest may help in recruiting and assigning duties. The form will depend on the particular needs of the school. It could include the list of tasks that can be performed by volunteers. The form may be sent home by the P.T.A. Library Committee Chairperson, the library media specialist, or the principal.

A handbook of library media center procedures may also aid the volunteer. It should include simple procedures for care and use of materials and equipment, processing materials, filing catalog cards, shelving and circulating materials, maintaining materials, aiding students and teachers, and other tasks they are expected to perform.

LIST OF TASKS THAT CAN BE PERFORMED BY VOLUNTEERS

The library media specialist will be responsible for supervising the work of the volunteer aides. The adult volunteer aide should be able to do the following:

1. Use natural talents (artistic, knowledge of subject matter, communications, etc.) to further the library media center program.
2. Help with inventory.

3. Help with the circulation of materials--the charge desk, etc.
4. Help with the repair and upkeep of all materials.
5. Help maintain the book collection by helping pull books for the bindery or in need of repair.
6. See that the shelves are straight and books are shelved correctly.
7. Make materials lists for teachers.
8. Pull books for classrooms.
9. Maintain the card catalog.
10. Keep the information file up-to-date with current materials.
11. Help arrange fairs and contests to encourage students to use the library media center.
12. Help keep the library media center attractive with displays and bulletin boards.
13. Help with student aides.
14. Help students find materials that they need when the library media specialist is busy.
15. Distribute magazines to their various places.
16. Keep magazine records and stacks in order.
17. Help students find magazines.
18. Keep AV equipment in running order. (clean lenses, change bulbs, etc.)
19. Keep track of AV equipment by using the system of the library media center.
20. Check out equipment and materials to faculty and students.
21. Know how to run all processing and duplication equipment in the library media center.
22. Help teachers with the above materials.
23. Type book and materials orders.

STUDENT AIDES

If student library aides are utilized they should show a positive, cooperative attitude. This can develop successful characteristics for any job they may have in the future.

Some librarians use a job application and interview method of choosing student aides. This can be especially beneficial in junior and senior high schools to provide a valuable job-related experience.

Have a specific place for the list of duties each day. This could be a special bulletin board with duty pockets, one for each student aide. Announcements could be posted on the bulletin board. Remind aides to check duty pockets and bulletin board each day.

Don't exploit students with clerical chores - they are in school to learn. A variety of activities are needed to help them grow.

Duty Suggestions:

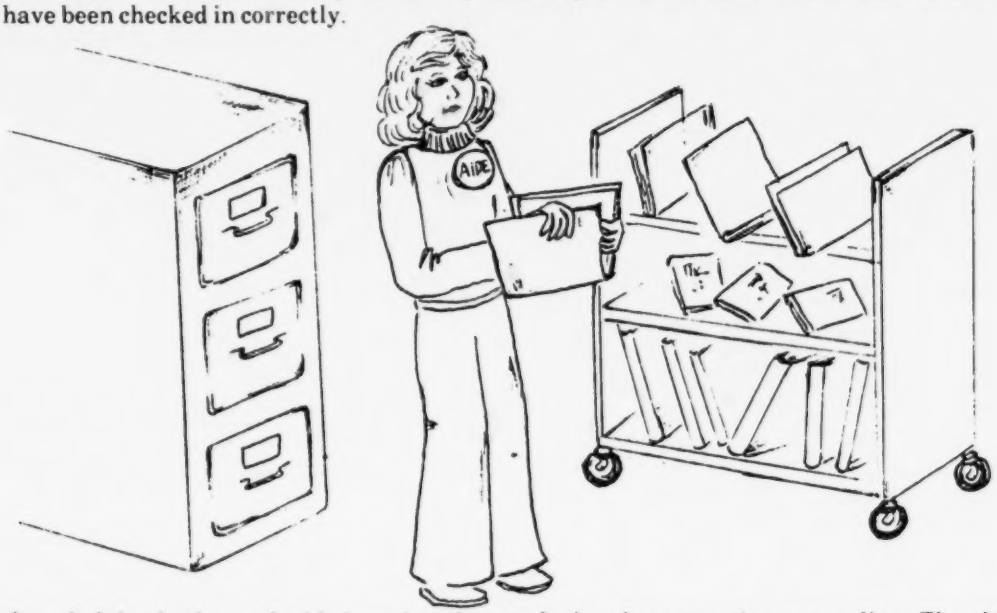
1. Use creative talents to dress up the media collection (making book covers, AV materials, taking pictures and processing film, video taping, etc.)
2. Checking out books.
3. Straightening library media center and workroom.
4. Arranging magazines.
5. Reshelving books. (Lenna Barrett of Pryor High School lets students choose the section or area for which they are responsible. It has proven to be one of the most successful techniques with aides as it develops responsibility and pride in their work.)
6. Checkout and check-in non-print materials.
7. Help with inventory, under the supervision of the library media specialist.

8. Help students with machines they may be using for individual work.
9. Help process books with supervision from library media specialist or trained adult aide.
10. Help other students locate materials. Call library media specialist if student aide cannot find material.
11. Prepare displays and decorate bulletin boards. (Some schools allow students to select the month they want to do. Lenna Barrett finds students add variety and talent.)
12. Help teach other students about media (equipment instruction, production techniques).

STUDENT AIDE SHELVING SYSTEM

La Vina Tyrrell of Mustang Middle School has student aides who assist the library media specialist by checking in and shelving materials.

Student aides must identify themselves when checking in books by initialing the checkout cards as they mark out the last persons name on the card. In this way, the library media specialist is able to tell which aide checked in each book in case of error. Before books are placed on the shelf, each book is checked by the library media specialist or adult aide to make sure all books have been checked in correctly.



Before shelving books, each aide is assigned a set of colored construction paper slips. The aide places a colored slip in the book and shelves the book down on the shelf. Later, the library media specialist or adult aide checks the shelving to make sure the books are placed correctly on the shelf. The slips are then removed to be used again and the book is placed upright on the shelves. This system alerts the library media specialist to problems a student aide may be having with the shelving system.

MAINTENANCE

INVENTORY OF MATERIALS

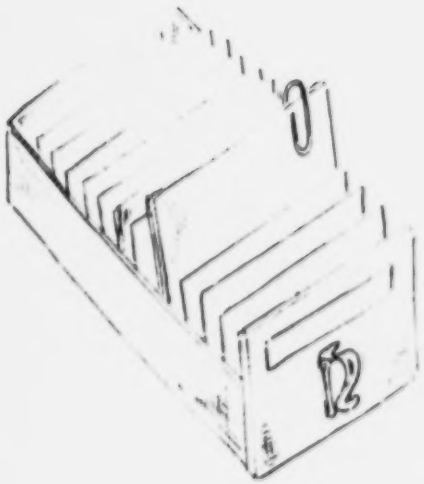
Inventory of materials should be done on a regular basis. Many schools prefer to do it at the end of the school year. Because it is such a time-consuming task it is also possible to take inventory over a two or three year period by doing it in sections.

An up-to-date inventory is necessary in order to:

1. Insure that the card catalog and shelf list reflect the collection.
2. Determine what items are missing and need to be replaced.
3. Provide information on status of collection so that standards can be met.
4. Supply administration with information for reports and insurance purposes.

Most schools find it necessary to close the media center to circulation and have all materials returned. The amount of time needed is dependent upon the size of your collection. Because services are at a minimum during inventory it is to the district's advantage to have the media specialist on an extended contract. Inventory can then take place after students are gone. Sample inventory forms may be found in the Appendix.

Inventory consists of checking the shelf list card against the books and materials on the shelves.



1. Be sure all items are in order on the shelves.
2. Take shelf list file and check to see if the item is on the shelf.
3. If an item is missing put a paper clip on the shelf card or turn the card up.
4. If there are multiple copies listed on the shelf card, mark which copy is missing (m/81).
5. Check other files for missing item (circulation, bindery) to determine if it is really lost.
6. If lost item is to be replaced, put shelf list card in "To Order" file.
7. If lost item is not to be replaced, file shelf list and sets of cards from the catalog in "Lost File". These cards may be discarded after a year when it is evident the material is really gone.
8. If there is a book on the shelf and no card in the shelf list, pull the book. Check the "Lost File" and also the card catalog for other cards. If none are found, make a new card set.

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INVENTORY: Helpful Hints

1. When taking a new library position, it is helpful to conduct an inventory to become familiar with the collection. It will be time well spent.

2. Conducting an inventory is much easier if two people work together - one reading from the card and one looking for the book.

REPAIR OF PRINT MATERIALS

Because time and skill are necessary to adequately repair books, it is recommended that this be done only if the book cannot be replaced or rebound.

1. Minor repairs only (10 or 15 minutes per book at the most). Do not mend a book which ought to be discarded--staff time, too, is costly.

2. Parent volunteers can be very helpful by performing this task. A free step-by-step brochure, Modern Symplified Book Repair, is available from Brodart, Inc., 1807 Pembroke Road, Greensboro, NC 27408 (Supply Order Dept.).

SENDING BOOKS TO THE BINDERY

Do not bind a book if a new copy can be purchased at about the same cost as binding. Consider buying a paperback copy. Books may be sent to the bindery if:

1. They cannot be replaced and are important to the collection.

2. The cover is loose or shabby or sections of the book are loose.

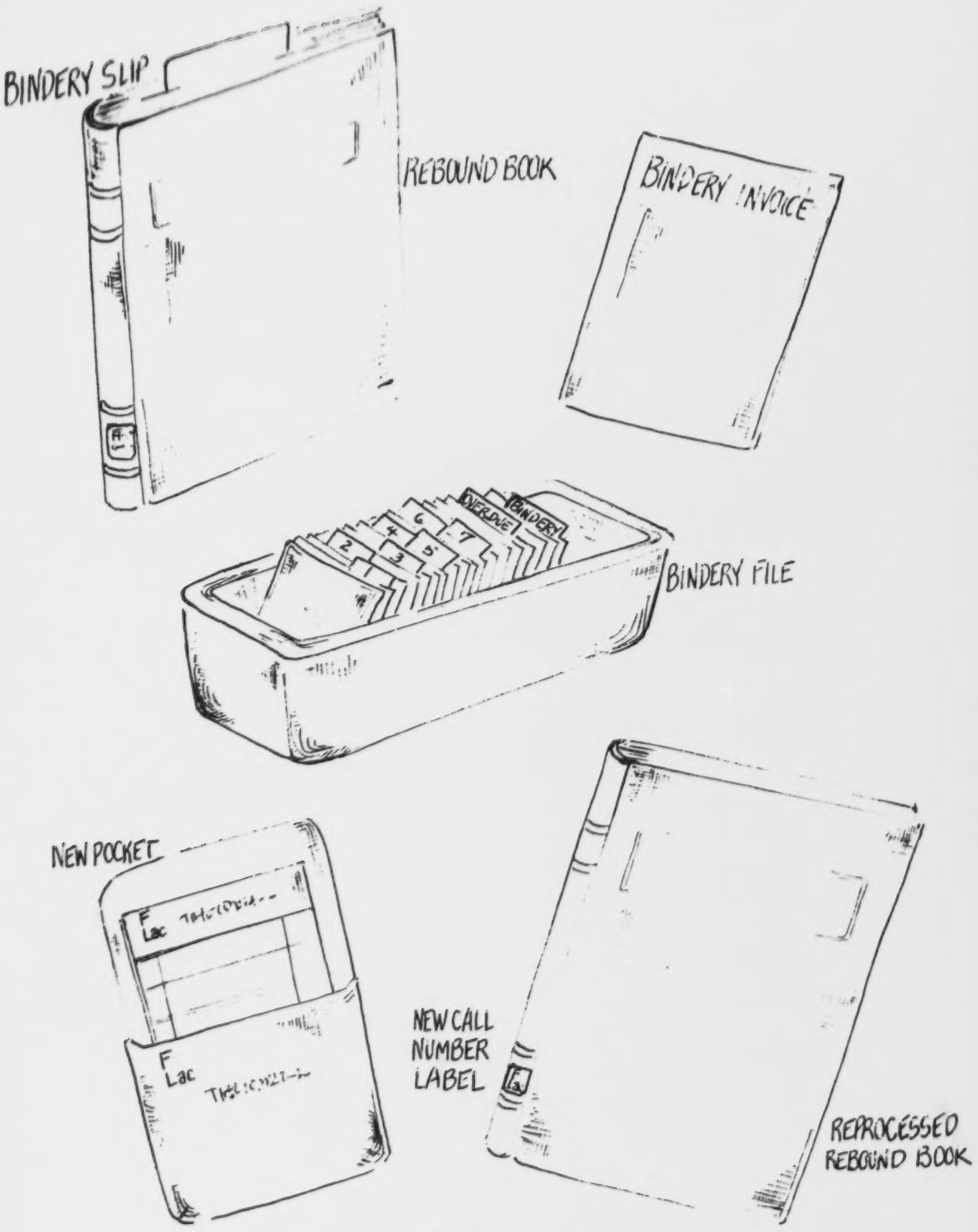
3. The books have at least 1/2 inch side margin. Do not bind more than once.

Make a list by author and title and ask bindery for special instruction steps. When rebound books are returned:

1. Check bindery invoice.

2. Pull circulation card from file (under special section labeled "BINDERY").

3. Process book with new pocket and call number label.


BINDERY SLIP
REBOUND BOOK
BINDERY INVOICE
OVERDUE
BINDERY
BINDERY FILE
NEW POCKET
NEW CALL NUMBER LABEL
REPROCESSED REBOUND BOOK

WEEDING

A smaller collection which is good, attractive, and used is a greater credit to the school than a large number of books which tend to remain on the shelves because of poor format or content. Systematic weeding is an integral part of book selection. However, do not discard books and materials on Oklahoma. Repair or send these books to the bindery.

What to Weed?

1. Books of poor content, such as outdated information.

2. Volumes of no use in your media center. Three to five years without circulating and the media specialist's knowledge that it has not been used in the media center for reference would probably warrant discarding.

3. Consider discarding if a title does not appear in at least one of the standard book selection aids. See page 4 for a list.

4. Books of very poor appearance such as those with yellow brittle, dirty or torn pages. Also discard those with dingy, dirty covers or whose antiquated appearance discourages use.

5. Books beyond the comprehension of the prospective reader.

6. Sets of textbooks and old textbooks unless single copies are to be used for reference.

7. Sets of readers should be returned to the classroom or other storage areas.

How to Weed?

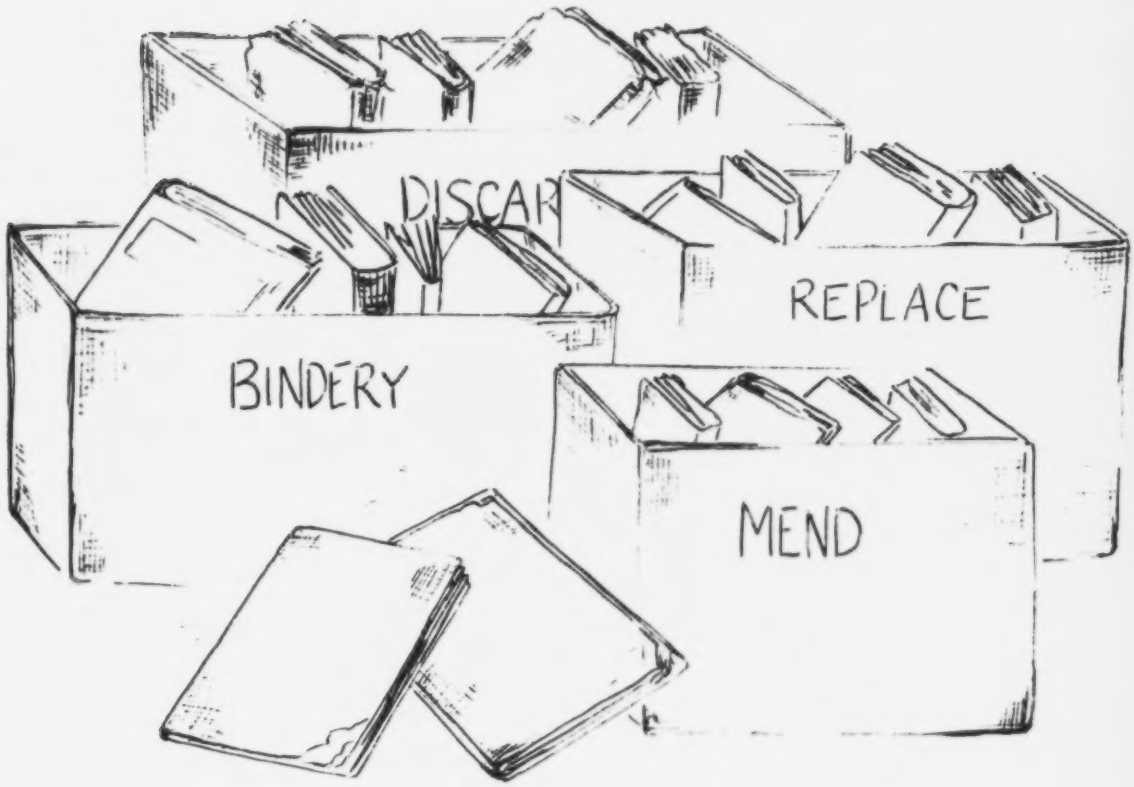
First, acquire a supply of medium-sized boxes and label them the following way:

1. Discards which are not to be replaced.
   Card and pocket should be removed and ownership stamp marked over. (Consult with your school system on their policy of disposal. Some allow students to take them home and others sell the discarded books.) Mark inside the cover of the book "Withdrawn, [year]".) Remove shelf list card and cards from the card catalog.

2. Books to be replaced.
   Follow the same procedure as in #1 except do not remove the catalog cards. Instead, place author, title, publisher, on a list of materials to order.

3. Books to be bound.
   See steps involved in Sending Books to Bindery.

4. Books to be mended.
   See steps involved in Repair of Print Materials.



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SPECIFIC HELPS IN WEEDING NONFICTION

000	Encyclopedias	New edition is needed at least every five years.
	Bibliographies	Seldom of use after five years from day of copyright.
	Books about reading	Guides, etc. Value determined by use.
100	Ethics, etc.	Value determined by use. Most unscholarly works are useless after ten years.
200	Religion	Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.
300	Social Sciences	See that controversial issues are well represented from all sides.
310	Almanacs Yearbooks	Superseded by each new volume. Seldom of much use after five years.
320	Politics Economics	Books dealing with historical aspects - determined by use. Timely or topical material: discard after approximately ten years. Replace with new editions when available.
340-350	Government	Ten years. Watch for new material on government to supersede older material.
360	Social Welfare	Weeding depends on use. Most non-historical materials are passé after ten years.
370-380	Education Commerce	Keep historical materials if they will be used. Non-historical materials need replacement in ten years.
390	Folkways	Keep basic material; weeding depends on use.
400	Languages	Keep basic material; weeding depends on use.
500	Pure Science	Except for botany and natural history, science books are usually out of date within five years. Try to keep collection current by weeding and with the purchase of new materials.
600-618	Invention Medicine	Five years, except for basic material on inventions and anatomy.
620	Farms, Gardens, Domestic Animals, etc.	Keep up-to-date with new editions and new material to replace older.

621	Radio Television	Five years at most; progressing too rapidly to be of use longer, unless describing crystal set or other subject in demand for historical reference.
630	Farms, Gardens, Domestic Animals, etc.	Keep up-to-date with new editions and new material to replace older.
640	Home Economics	According to use. Keep mostly current material; except, keep almost all cookbooks.
650	Business, etc.	Ten years.
660	Chemical, Food Products	Five to ten years, according to content.
690	Manufacturers Building	Ten years, except that older books on crafts, clocks, guns, toys, may be useful.
700	Art, Music	Keep basic material.
800	Literature	Keep basic material.
900	History	Depends on use and needs of community, and on accuracy of fact and fairness of interpretation.
910	Atlases	Five years.
940-990	History	Depends on use and needs of community. Only outstanding World War II material should be left by this time. Best material is now incorporated in regular histories. Much was catchy and poorly written because of haste to get it on the market.
910	Travel, Geography	Discard travel books before 1970 unless useful from historical point of view or of interest as personal accounts. African, European, and Asiatic geography before 1975 probably only of historical interest. Check more recent books for accuracy and complete information.
	Biography	Unless subject has permanent interest or importance, discard as soon as demand subsides. Replace older biographies of mediocre literary value whenever better ones appear. Keep those which are outstanding in content or style as long as they are useful.

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Rare Books	List books published prior to 1900 and other old editions about which you are in serious doubt. Include publisher and copyright date. Send list to State Library or university library for advice on value, possible sale to rare book dealer, or on storage in state or research libraries which are the natural depositories for old and valuable yet little used material.
Periodicals Newspapers	Keep five years, those which are in demand for reference. Magazines may be kept longer, and some of these might be bound after one year, e.g. National Geographic, Harper's Atlantic, New Republic. If space is limited, bound volumes might be disposed of after ten years. For further assistance, consult your county, regional, or state library. Consider microforms.
Pamphlets	Weed roughly according to "Specific Helps" for nonfiction, but keep only up-to-date materials.
Government Documents	Order and discard according to use and requests of patrons. Small libraries should not keep at all.

GLOSSARY

ACCESSION — Refers to the method or practice of recording each different book or material in its order of acquisition.

ACCESSION NUMBER — The number given to each different book (or material) as it is acquired by the library.

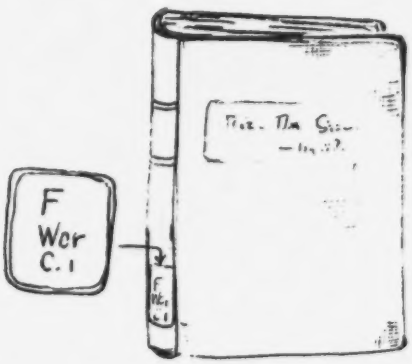
ACQUISITION — An acquiring, adding or obtaining of materials or items.

AUTOMATION — The use of an automatic device such as a computer to perform some or all operations in a library system.

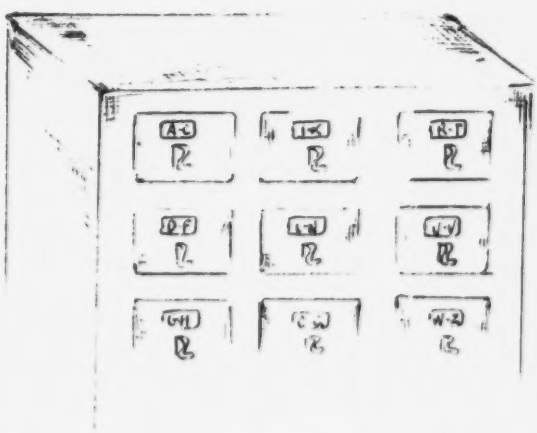
BACK ORDER — Refers to notification by a publisher or company, of materials ordered which have been given "hold" status until the material is available. The order will not be completed until all items on the order are shipped or cancelled.

BINDERY — The place where books are sent to be re-bound.

CALL NUMBER — The call number is comprised of two lines: the classification number on the first line, and the author letter or letters on the second line. The call number may include added information such as a capital letter "R" for reference placed above the basic book number and a copy number positioned below the author letters.



CARD CATALOG — File cabinet containing several drawers with center rods in which catalog cards are filed. The card catalog lists on separate cards every item that the library has.



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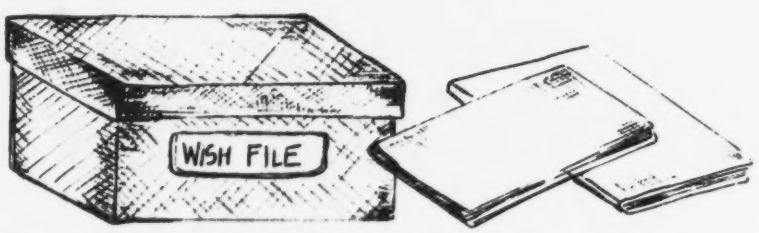
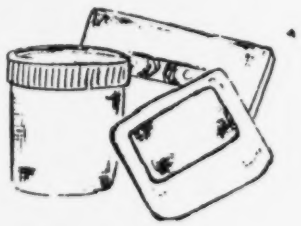
CIRCULATION	The step-by-step procedures used by a library to check books in and out.
CIRCULATION CARD or BOOK CARD	The card attached to the book or audiovisual material which is signed by the borrower and stamped with the return date or due date.
CIRCULATION DESK or CHARGE DESK	The desk used to check out materials. It usually houses the check out cards, date due stamp and other circulation materials.
CIRCULATION RECORDS	A daily recording of the items checked out of the library. The circulation records are usually recorded in Dewey order.
CLASSIFICATION	The placement and arrangement of like subjects together. Within the Dewey Decimal Classification, knowledge is divided into ten divisions.
CLOSING PROCEDURES	The steps taken to complete an order so that the company can receive payment.
CONSIDERATION FILE	A file of book and audiovisual titles for possible purchase. A concise annotation and remarks as to its use are helpful. Place of publication, publisher, date of publication and price should also be noted.



FORMAT	The shape, size, binding and general makeup of the media being purchased.

INVENTORY	To take count of books or materials in the library collection against the library holdings record in shelflist file.
INVOICE CHECK	Refers to the procedure used when opening boxes of new materials to ensure a complete or correct tally of those materials.
JOBBER	A company which handles books of many publishers where orders may be placed for all titles desired for purchase. A jobber provides convenience in that all the books are ordered and handled by the same company, cutting down correspondence on orders, consolidating deliveries and billing.
MICROFICHE	A piece of photographic film on which a number of pages have been reduced and printed in a grid. Reduces storage space needed for newspapers and magazines.
ORDER DIRECT (OD)	Materials which must be ordered directly from publisher/producer rather than jobber.
PREPROCESSING	A system in which books arrive already processed with the plastic bookjackets, cataloging labels, pockets attached with bookcard and date due card in place and a classification number printed on the label.
PRICE QUOTE	Requesting the price of an item by writing the publisher, producer or distributor.
REQUISITION	A formal written order, request or application, as in a written order for books, etc.
SHELFLIST	Brief descriptive cards, filed numerically according to the class arrangement of books upon the shelves. It shows the subject balance of the collection.
SOFTWARE	Refers to films, filmstrips, tapes, discs, slides, transparencies, video tape and pictures.
SNAGS	When the circulation card to an item cannot be found.
STATE CONTRACT	Bids accepted by the State of Oklahoma for institutional purchases.



TRACINGS	The records on the main entry card, of the additional headings under which the publication is represented in the catalog.
VERTICAL FILE	A file of ephemeral materials (articles, pamphlets, pictures, maps, overlays) usually housed in a legal sized steel filing cabinet.
WEEDING	The discarding of materials or equipment from the collection.

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Procedures Manual for School Library Media Centers. 1986

Scott Foresman and Co., 1900 E. Lake Ave., Glenview, IL 60025.

Children And Books. Sutherland, Zena, 7th ed., 1985.

A Critical Handbook of Children's Literature. Lukens, Rebecca J., 2nd ed., 1982.

Shoe String Press, P.O. Box 4327, Hamden, CT 06514.

Creative Uses of Children's Literature. Paulin, Mary Ann, 1982.

The Principal's Handbook of the School Library Media Center. Martin, Betty, 1981.

The School District Library Media Director's Handbook. Martin, Betty and Hatfield, Frances S., 1982.

A Survival Handbook for the School Library Media Specialist. Martin, Betty, 1983.

The Teacher's Handbook of the School Library Media Center. Martin, Betty, and Sargent, Linda, 1980.

University of Chicago Press, Journals Div., P.O. Box 37005, Chicago, IL 60637.

Bulletin of the Center for Children's Books. 1x yearly.

Voice of Youth Advocates, Inc., 3936 W. Colonial Parkway, Virginia Beach, VA 23452.

VOYA. Bimonthly

Wilson, H.W., 950 University Avenue, Bronx, NY 10452.

Abridged Dewey Decimal Classification and Relative Index. 11th ed., 1979.

Children's Catalog. 14th ed., 1981.

Junior High School Library Catalog. 5th ed., 1985.

Sears' List of Subject Headings. 12th ed., 1982.

Senior High School Library Catalog. 12th ed., 1982.

Wilson Library Bulletin. 10x yearly.

OKLAHOMA STANDARDS

Library-Media

The July 1985 edition of the Administrators' Handbook For Elementary Middle, Junior High and High Schools, as distributed to administrators contains revised recommendations, regulations and criteria for school libraries. Each school is expected to meet all regulations as set out in the handbook in order to qualify for accreditation. The criteria are desirable standards for good school programs but are recommendations only.

Copies of the sections dealing with the libraries are made available here for librarians who naturally will be concerned with aiding administrators to improve educational programs in their school districts.

The information pertaining to libraries is arranged by levels of schools with regulations and criteria for each.

GENERAL PROGRESS CRITERIA - Progress Criteria are those standards of excellence which schools in Oklahoma should seek to attain.

IV. INSTRUCTIONAL MATERIAL AND EQUIPMENT

Progress Criterion g. The Library Media Center should be centrally located and easily accessible and should be separated from classrooms or study halls. It should provide space for reading, listening, and viewing for group and individual learning. The collection of books and other media shall be on open shelves ready for use and shall be classified and cataloged according to an acceptable cataloging system. (The Dewey Decimal System is recommended for classification.)

Progress Criterion h. Schools are encouraged to use as guidelines the standards recommended for library media programs (facilities, personnel, collection) established by the State Department of Education and/or the North Central Association of Colleges and Schools.

Progress Criterion i. The Library Media Center, its materials and equipment, should be available to staff and students throughout the school day and throughout a school session.

Instruction shall be provided so that both teachers and students may become more efficient users of the Library Media Center, its materials and equipment.

Progress Criterion j. All resources should be carefully selected with preference given to those that have been recommended in one of the following lists:

Children's Catalog; H.W. Wilson Company, 950 University Avenue, Bronx, NY 10452.

Junior High School Library Catalog; H.W. Wilson Company, 950 University Avenue, Bronx, NY 10452.

Senior High School Library Catalog; H.W. Wilson Company, 950 University Avenue, Bronx, NY 10452.

Elementary School Library Collection; Brodart Publishing Company, 1609 Memorial Avenue, Williamsport, PA 17701.

For Current Materials:

Bulletin of the Center for Children's Books; University of Chicago Press Graduate Library School, University of Chicago, 5801 Ellis Avenue, Chicago, IL 60611.

Booklist (ALA); American Library Association, 50 East Huron Street, Chicago, IL 60611.

Film News; Film News Company, 250 West 57th Street, New York, NY 10019.

Horn Book Magazine; Horn Book, Inc., Park Square Building, 31 St. James Avenue, Boston, MA 02116.

Media & Methods; North American Publishing Company, 401 North Broad Street, Philadelphia, PA 19108.

Media Review; Professional Evaluation of Instructional Materials, 346 Ethan Allen Highway, Ridgefield, CT 06877.

School Library Journal; R.R. Bowker Company, 1180 Avenue of the Americas, New York, NY 10036.

The EPIE Equipment Report; Education Products Information Exchange Institute, P.O. Box 620, Stony Brook, NY 11790.

Lists published by Library and Learning Resources, State Department of Education.

Progress Criterion k. Inventory and financial records for library materials and equipment should be accurate and up-to-date. The basic library resources budget should not account for such items as installation of expensive electronic facilities, general school supplies, delivery systems, security and insurance costs, plant and equipment maintenance, initial collections for new school, school-adopted textbooks purchased for each student, salaries of media staff, public information program, furniture, and special laboratory equipment.

ELEMENTARY SCHOOL REGULATIONS

VIII. LIBRARY-MEDIA

Regulation a. School systems which have central libraries for several elementary schools shall be supervised by a librarian with a library certificate or a minimum of 15 hours of library science and an elementary certificate. When library aides are used they shall be assigned to the central library under the supervision of the certified librarian.

Regulation b. The expenditures for elementary grades shall be sufficient to maintain a desirable library and reading program. The elementary school library shall contain reference books, sets of supplementary readers, functional readers and recreational reading materials.

The following scale of annual minimum expenditures is required.

$8.00 per pupil for the first 200 pupils, but not less than $600.
$6.00 per pupil for the next 300 pupils.
$4.00 per pupil for each pupil above 500.

Material collections may include books and other printed materials, film, filmstrips, recordings, maps, charts and other media developed to aid learning.

ELEMENTARY PROGRESS CRITERIA

Progress Criterion n. The Library Media Center should be centrally located and easily accessible and should be separated from classrooms or study halls. It should provide space for reading, listening, and viewing for group and individual learning. The collection of books and other media should be on open shelves ready for use and should be classified and cataloged according to an acceptable cataloging system. (The Dewey Decimal System is recommended for classification.)

Progress Criterion o. Schools are encouraged to use as guidelines the standards recommended for library media programs (facilities, personnel, collection)

Progress Criterion p. The Library Media Center, its materials and equipment should be available to staff and students throughout the day and throughout a school session.

Instruction should be provided so that both teachers and students may become more efficient users of the Library Media Center, its materials and equipment.

Progress Criterion q. Inventory and financial records for library materials and equipment should be accurate and up-to-date. The library resources budget should not account for such items as installation of expensive and electronic facilities, general school supplies, delivery systems, security and insurance costs, plant and equipment maintenance, initial collections for new schools, school-adopted textbooks purchased for each student, salaries of media staff, public information program, furniture, and special laboratory equipment.

Progress Criterion t. The elementary school Library Media Center should contain a minimum book collection of 2,000 volumes, exclusive of textbooks, or 10 volumes per child, whichever is larger.

Progress Criterion u. A basic collection of non-print media should be provided, including such materials as filmstrips (sound and silent), tape and disc recording, film loops, maps, globes, realia, multimedia kits, and transparencies.

Progress Criterion v. Audiovisual equipment should be sufficient in quantity and variety to support the non-print collection.

Progress Criterion w. The State Department of Education does not review encyclopedias for the purpose of approving them. Any encyclopedia recommended by the Committee on Subscription Books of the American Library Association will be accepted.

MIDDLE SCHOOL REGULATIONS

VI. LIBRARY-MEDIA

Regulation a. The library shall be organized as a resource center of instructional materials and equipment for the educational program.

Regulation b. In schools with an enrollment of less than 150 students, the teacher-librarian shall devote at least one period a day to the library and shall have a minimum of three (3) hours in cataloging and/or classification.

In schools with an enrollment off 151 to 300 students, the teacher-librarian shall devote at least two (2) periods a day to the library and the teacher-librarian shall have a minimum of nine (9) hours of library science, (3 of which shall be cataloging and/or classification).

In schools with an enrollment of 301 to 599 students, the teacher-librarian shall devote at least three periods a day to the library and the librarian shall have a minimum of 15 hours of library science (3 of which shall be cataloging and/or classification).

In schools with an enrollment of over 600 students, the librarian shall devote full time and hold a library certificate.

Regulation c. After a minimum balanced print and non-print collection has been established, the annual expenditure for books (exclusive of textbooks), magazines and audiovisual materials (not equipment) shall be as follows:

$8.00 per pupil for the first 200 students, but not less than $600
$6.00 per pupil for the next 300 students
$4.00 per pupil for each student above 500 students.

Material collections shall include print and non-print materials adequate in quality and quantity for all areas of the curriculum to meet the needs of students.

MIDDLE SCHOOL PROGRESS CRITERIA

Progress Criterion q. The Library Media Center should be centrally located and easily accessible and should be separated from classrooms or study halls. It should provide space for reading, listening and viewing for group and individual learning. The collection of books and other media shall be on open shelves ready for use and shall be classified and cataloged according to an acceptable cataloging system. (The Dewey Decimal System is recommended for classification.)

Progress Criterion r. Schools are encouraged to use as guidelines the standards recommended for library media programs (facilities, personnel, collection) established by the State Department of Education and/or the North Central Association of Colleges and Schools.

Progress Criterion s. The Library Media Center, its materials and equipment, should be available to staff and students throughout the day and throughout a school session. Instruction should be provided so that teachers and students may become more efficient users of the Library Media Center, its materials and equipment.

JUNIOR HIGH SCHOOL REGULATIONS

VII. LIBRARY-MEDIA

Regulation a. The Library Media Center shall be organized as a resource center of instructional materials and equipment for the educational program.

Regulation b. In schools with an enrollment of less than 150 students, the teacher-librarian shall devote at least one period a day to the library and shall have a minimum of three (3) hours in cataloging and/or classification.

In schools with an enrollment of 151 to 300 students, the teacher-librarian shall devote at least two (2) periods a day to the library and the teacher-librarian shall have a minimum of nine (9) hours of library science (3 of which shall be cataloging and/or classification).

In schools with an enrollment of 301 to 599 students, the teacher-librarian shall devote at least three (3) periods a day to the library and the teacher-librarian shall have a minimum of fifteen (15) hours of library science (3 of which shall be cataloging and/or classification).

In schools with an enrollment of over 600 students, the librarian shall devote full time and hold a library certificate.

Regulation c. After a minimum balanced print and non-print collection has been established, the annual expenditure for books (exclusive of textbooks), magazines and audiovisual materials (not equipment) shall be as follows:

$8.00 per pupil for the first 200 students, but not less than $600.
$6.00 per pupil for the next 300 students
$4.00 per pupil for each student above 500 students.

Materials collections shall include print and non-print materials adequate in quality and quantity for all areas of the curriculum to meet the needs of students.

JUNIOR HIGH PROGRESS CRITERIA

Progress Criterion j. The library media center should be centrally located and easily accessible and should be separated from classrooms or study halls. It should provide space for reading, listening, and viewing for group and individual learning. The collection of books and other media shall be on open shelves ready for use and shall be classified and cataloged according to an acceptable cataloging system. (The Dewey Decimal System is recommended for classification.)

Progress Criterion k. Schools are encouraged to use as guidelines the standards recommended for library media programs (facilities, personnel, collection) established by the State Department of Education and/or the North Central Association of Colleges and Schools.

Progress Criterion l. The library media center, its materials and equipment, shall be available to staff and students throughout the school day and throughout a school session. Instruction shall be provided so that both teachers and students may become more efficient users of the library media center, its materials and equipment.

VII. LIBRARY-MEDIA

Regulation a. The library shall be organized as a resource center of instructional materials for the educational program.

Material collections may include books and other printed materials, films, filmstrips, recordings, maps, charts and other newer media developed to aid learning.

Regulation b. In secondary schools with an enrollment of less than 100 students, the teacher-librarian shall devote 1 hour a day to the library, excluding study hall responsibilities, and shall have a minimum of 9 semester hours of library science (3 of which shall be cataloging and classification) and hold a valid certificate. (Effective 1983-84 school year.)

In secondary schools with enrollment of 100-199 students, the teacher-librarian shall devote 2 hours a day to the library, excluding study hall responsibilities, and shall have a minimum of 15 semester hours of library science (3 of which shall be cataloging and classification) and hold a valid certificate.

In secondary schools with an enrollment of 200-399 students, the teacher-librarian shall devote 3 hours a day to the library, excluding study hall responsibilities and shall have a minimum of 15 semester hours of library science (3 of which shall be cataloging and/or classification) and hold a valid teaching certificate. (Effective 1983-84 school year.)

In secondary schools with an enrollment of 400-1499 students, the librarian shall be full-time, excluding study hall responsibilities and hold a school librarian certificate. (Effective 1983-84 school year.)

In secondary schools with over 1,500 students, there shall be 2 full-time media persons, excluding study hall responsibilities, and at least one media person shall hold a librarian certificate.

Regulation c. After a minimum balanced print and non-print collection has been established, the annual expenditure for books (exclusive of textbooks), magazines and audiovisual materials (not equipment) shall be as follows:

$8.00 per pupil for the first 200 students, but not less than $600
$6.00 per pupil for the next 300 students
$4.00 per pupil for each student above 500 students.

Material collections shall include print and non-print materials adequate in quality and quantity for all areas of the curriculum to meet the needs of students.

HIGH SCHOOL PROGRESS CRITERIA

II. SENIOR HIGH SCHOOL GRADES 9-12 OR 10-12

Progress Criterion a. Students should be stimulated and encouraged to do individual reading on their interest and achievement level. It is suggested that essentials grammar and composition be offered in each grade in high school.

Progress Criterion b. Students should be encouraged to do outside research and collateral reading in social science courses for the purpose of acquiring a wider knowledge of the subject matter and to get the viewpoint of authors other than those of the adopted text.

III. LIBRARY

Progress Criterion a. The Library Media Center should be centrally located and easily accessible and should be separated from classrooms or study halls. It should provide space for reading, listening, and viewing for group and individual learning. The collection of books and other media shall be on open shelves ready for use and shall be classified and cataloged according to an acceptable cataloging system. (The Dewey Decimal System is recommended for classification.)

Progress Criterion b. Schools are encouraged to use as guidelines the standards recommended for library media programs (facilities, personnel, collection) established by the State Department of Education and/or the North Central Association of Colleges and Schools.

Progress Criterion c. The Library Media Center, its materials and equipment, should be available to staff and students throughout the day and throughout a school session.

Instruction shall be provided so that both teachers and students may become more efficient users of the Library Media Center, its materials and equipment.

Progress Criterion d. Inventory and financial records for library materials and equipment should be accurate and up-to-date. The library resources budget should not account for such items as installation of expensive and electronic facilities, general school supplies, delivery systems, security and insurance cost, plant and equipment maintenance, initial collections for new schools, school-adopted textbooks purchased for each student; salaries of media staff, public information program, furniture, and special laboratory equipment.

Progress Criterion e. It is recommended that school systems begin implementing a library media program consistent with the standards published in the State Department of Education Guidelines for Library Media Programs in Oklahoma.

MODEL MATERIALS SELECTION POLICY FOR SMALL SCHOOL DISTRICTS

The Board of Education of the _____ School District hereby declares it the policy to the District to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow review of allegedly inappropriate instructional materials.

OBJECTIVES

The library media center is a learning center that provides materials, services, and facilities for the instructional program needs of the District's students and teachers and endorses the responsibilities outlined in the *Library Bill of Rights* as approved by the American Association of School Librarians. [See Guidelines for Library Media Programs in Oklahoma for "Library Bill of Rights."]

RESPONSIBILITY FOR SELECTION OF MATERIALS

Books and other materials are selected by school librarians in consultation with faculty and administrators, and when deemed appropriate, students and parents. This is a cooperative, continuing process with major responsibility vested in the librarians.

CRITERIA FOR SELECTION

Books and materials selected for the school's library media center should meet high standards of quality involving the following criteria:

1. *Authority*--determined by the author's qualifications and sources of information used in preparation of the materials.
2. *Scope*--determined by adequacy of coverage in relation to the subject presented.
3. *Reliability*--determined by accuracy and recency.
4. *Treatment*--determined by noting the author's purpose (reference, recreation, etc.)
5. *Readability*--determined by noting suitability for grade and interest levels, appropriate print and vocabulary, and illustrations.
6. *Subject interest*--determined by skill of presentation in relation to grade and interest level.
7. *Format*--determined by examination of cover, print, size, binding, illustrations, and other visual presentations.
8. *Special features*--determined by examination for appropriate indexes, bibliographies, outlines, etc.

9. *Potential uses*--consideration of the following:

   a. Meet curricular needs.
   b. Provide curriculum enrichment.
   c. Meet general reference needs.
   d. Provide additional factual information.
   e. Promote social and emotional development.
   f. Provide inspirational value.
   g. Serve reluctant readers.
   h. Furnish mature readers.
   i. Provide for recreational reading.
   j. Develop aesthetic taste.

BOOK AND MEDIA SELECTION AIDS

1. Books:

   AAAS Science Booklist
   American Historical Fiction, Dickenson
   Basic Book Collection for High Schools, ALA
   Basic Book Collection for Junior High Schools, ALA
   Children's Catalog (and Supplements)
   Elementary School Library Collection, Brodart
   Gateways to Readable Books, Strang
   Guide to Reference Books (and Supplements), Winchell
   Junior High School Library Catalog (and Supplements), H. W. Wilson
   Notable Children's Books, ALA
   Senior High School Library Catalog

2. Periodicals:

   Booklist and Subscription Books Bulletin
   Bulletin of the Center for Children's Books
   Horn Book Magazine
   Instructor
   Media Index
   Previews
   School Library Journal
   Teacher
   Wilson Library Bulletin

DUPLICATION

Need is the criterion for duplication of books and materials. A variety of different titles is usually preferred to duplicate copies of a single copy. When the need for duplication arises, additional copies are usually purchased in controlled numbers and in paperback when available and suitable.

GIFTS

Gifts to the library media collections must be evaluated and satisfy the same criteria as purchases for the collection. It is left to the discretion of the school librarians whether gift materials are acceptable.

MAINTENANCE OF THE COLLECTION

1. *Inventory*. The collections shall be inventoried regularly, at least once every year.

2. *Weeding*. In order to develop and maintain quality collections of books and materials, librarians employ a periodic evaluation of these collections. This weeding process enables them to rid the collections of out-of-date, inappropriate, useless, worn-out books and materials.

PROCEDURE FOR HANDLING CHALLENGED OR QUESTIONED BOOKS AND MATERIALS

1. It is recommended that, upon receiving a complaint, the librarian hold a conference with the citizen making the complaint. The principal of the building will be notified and may be present at the conference.

2. If the problem cannot be resolved in the conference, the citizen will be given a complaint form. [See Guidelines for Library Media Programs in Oklahoma.]

3. The citizen will return the completed form to the building librarian who will give a copy to the building principal and the library coordinator. (The form must be completed in its entirety to be acceptable for a review of the book).

4. The building principal will appoint a committee to review the complaint. This committee should be composed of the school librarian, the building principal, the library coordinator, two teachers (one from the discipline or grade representing the subject matter of the book and one from a different discipline or grade), and another member of the school community. (This person could be from the PTA or other parent interest group).

5. The committee will review the complaint and make a written report and recommendation to the superintendent.

6. Final disposition authority to keep or remove a book or other material rests with the Board of Education.

7. A letter stating the decision will be sent to the complainant.

APPENDIX

USE OF APPENDIX

The following forms may be adapted or copied for use in your library media center. Some pages have two forms on a page. Simply fold the page in half and place on your copy machine. Any credits or comments may be inked out with a correction fluid.

Library Media Program Needs Assessment/Evaluation Guide

Library Needs Assessment

School Media Program Self-Evaluation Form

Pupil Purposes, Interests and Activities

Teacher Evaluation of Library Media Center

Teacher Questionnaire (1)

Teacher Questionnaire (2)

Teacher Questionnaire (3)

School Library Media Center Evaluation (ALA)

Student Questionnaire

Student Media Attitude Scale

A Quick But Not Easy Test to Help You Determine How You're Doing as a School Library Media Specialist

Curriculum Planning

Teacher--Library Media Planning

Library Media Center Service Request

Teacher Bibliography Request

Elementary Library Media Program: Request for Service

Production Request Form

State Contract Numbers

Sample Response to Gifts

Birthday Book Club

Library Media Center Task Sheet

Library Media Center Passes

Dragon Library Certificate

Letter to Parents

Library Media Center Volunteer Program

Work Slip for Volunteers

Preview Request Letter

Budget Account Record

Preview Return Letter

Library Media Center Preview Request (Teacher)

Book Evaluation

AV Preview Form

Preview Evaluation

Equipment Repair Card

Equipment Record Card

AV Contents Slip

Request for AV Equipment Repair

Library Media Ordering Card

Overdue Notices

Library Media Center Clearance

Periodical Checkout Slip

Checkout Form

Repair Slip

Reserve Notice

Inventory (shelf list) card

General Inventory (Norman Schools)

Annual Report (Moore Schools)

Book Inventory

Media Selection Aids

Comparison of North Central and Blue Book Regulations on Library Media Centers

Being Prepared for Censorship Attacks

LIBRARY MEDIA PROGRAM

NEEDS ASSESSMENT/EVALUATION GUIDE

Name of School District _____

Name of School _____

Address _____ Grades _____

_____ Number of Students _____

_____ Number of Teachers _____

Assessment Instrument completed by:

_____, Principal

_____, Library Media Specialist

_____, Teacher

_____, Other _____
(title)

INSTRUCTIONS:

The attached assessment guide may be completed by individuals, committees, and/or the entire faculty. Open discussion and staff involvement are important elements of successful assessment. The forms are based on the principles and criteria outlined in:

Guidelines for School Media Programs in Oklahoma
Library Resource Section
Oklahoma State Department of Education

Refer to the Guidelines to determine appropriate recommendations for your school. In each category (except facilities), a Phase I, II, or III status is used to evaluate the progress of the program. The Guidelines explains the criteria used to determine this status.

Use the short and long-range goals section to plan a five-year program of development and improvement for your media center. Indicate a goal year for completion of these plans.

To complete the Services section of the forms, you need to use the services checklist found in the Guidelines. Summarize and plan for future services in this needs assessment.

If you are planning a new media center and have no existing program or collection, this form may be used as a checklist to determine what you need for basic services. Use the quantity column to indicate what you intend to add the first year. The goals section would still be used for future plans.

PERSONNEL, BUDGET, AND SERVICES

CATEGORY	QUANTITY	PHASES 1	2	3	GOALS Short-Range	Long-Range
PERSONNEL Professional Staff						
Support Staff Technical Sec. Aide/Technician						
Dist. Lib. Media Staff Professional Support						
BUDGET Books						
Magazines						
Newspapers						
Audiovisual (Software)						
Equipment						
total per pupil (all except equip.)						
SERVICES* General Services						
Services to Students						
Services to Staff						
Services to Community						
Communication with Administrators						

*Use the Services checklist in the Guidelines. Evaluate each category here and indicate goals.

FACILITIES

CATEGORY	QUANTITY	GOALS	
		Short-Range	Long-Range
AREAS AND SIZES Reading Listening and Viewing (RLV)			
Offices			
Tech. Processing/Workroom			
AV Equip. Storage			
Audiovisual Production			
Periodical Storage			
Professional Collection			
Conference Room(s)			
Television Space			
Library Media Classroom			
Media Center Total			
SEATING Number of Students in RLV Area			
FURNISHINGS Bulletin Board/Display			
Adjustable Shelving			
Periodical/Newspaper			
Shelving			
Dictionary Stand			
Atlas Stand			
Card Catalog			
AV Media Shelving			
File Cabinets			
Carrels Wet, Dry			
Circulation Desks			
Office Desks			
Typewriter			
Book Trucks			
Casual Furniture (Sofa, Cushions)			

MATERIALS AND EQUIPMENT

CATEGORY	QUANTITY	PHASES 1	2	3	GOALS Short-Range	Long-Range
MEDIA MATERIALS Books						
Magazines						
Magazines on Microform						
Newspapers						
Vertical File						
Software (Nonprint) (Filmstrips, Recordings Kits, Computer Programs, Video, Films, etc.)						
EQUIPMENT Visuals Filmstrip Proj.						
Sound Filmstrip						
Filmstrip Viewer						
Slide Projector						
Sound/Slide Proj.						
Microreader/Printer						
Overhead Projector						
Opaque Projector						
16mm Projector						
8mm Projector						
Other						
Audio Equipment Record Player						
Cassette Recorder						
Listening Stations						
Other						

MATERIALS AND EQUIPMENT

CATEGORY	QUANTITY	PHASES 1	2	3	GOALS Short-Range	Long-Range
EQUIPMENT Video Equipment Video Tape Rec.						
Television						
VTR Camera						
Closed Circuit						
TV Wiring						
Other						
Computer Equipment Microcomputers						
Disk/Cass. Drive						
Monitor						
Printer						
Other Peripherals						
Carts						
Other						
Miscellaneous Equip. Projection Cart						
Projection Screen						
Other						

LIBRARY NEEDS ASSESSMENT

Please answer YES, NO, or NOT SURE to the following questions and check appropriate subject area or equipment. Return the completed form to the library.

Priority		YES	NO	NOT SURE
_____ 1.	Do you feel the library has enough books in your subject area?			
	English _____ Arts _____ Science _____ Industrial Arts _____ History _____ Civics _____ Economics _____ Math _____ Social Studies _____ Foreign Lang. _____ Geography _____ Reading _____ Other _____ Units or sub-topics needing more materials. (Example: Social Studies--Civil War) _____			
_____ 2.	Would you like to see additional high interest/low reading level materials?			
_____ 3.	Are there enough reading materials to supplement the classroom reading program?			
_____ 4.	Do you feel the library has enough software (filmstrips, records, pictures, video cassettes, etc.) available to adequately support and enrich your curriculum area and classroom teaching? Please check areas of need?			
	English _____ Arts _____ Science _____ Industrial Arts _____ History _____ Civics _____ Economics _____ Math _____ Social Studies _____ Foreign Lang. _____ Geography _____ Reading _____ Other _____ Subtopics Needed _____ Format Preferred (video, 16mm, filmstrip) _____			

	YES	NO	NOT SURE
_____ 5. With the materials that are now in the library, do you feel the student will find adequate reference and research materials from a class assignment? What subtopics or reference tools would you like to have available? _____			
_____ 6. Do you feel we should purchase more materials for the mentally and physically handicapped?			
_____ 7. Should the library provide more materials for "in house" media production by students and teachers? (Example: filmstrips, slides, video)			
_____ 8. Does our library have sufficient periodicals to support your curriculum area? Please note subject area or titles. _____			
_____ 9. Are the materials for special interest and the gifted and talented adequate?			
_____10. Do you feel there is enough audiovisual equipment in our building?			

Please check the equipment needed most.

Cassette Recorders	_____	Video Equipment	_____
16mm Projectors	_____	Microfiche Readers and printers	_____
Record Players	_____	Instant Print Camera	_____
Opaque Projectors	_____	Visual Maker	_____
Filmstrip Projectors	_____	Please list any other needs.	
Carousel Slide Projector	_____		
Dukane Cassette	_____		
Overheads	_____		
Individual Viewers	_____	_____	
Headsets & Mixer	_____		
Laminating Machine	_____	_____	
Microcomputers	_____		
35mm Camera	_____	_____	

11. List other student needs that you feel are important but not mentioned.

_____

_____

_____

_____

SCHOOL MEDIA PROGRAM SELF-EVALUATION FORM

Grades _____ to _____ No. of students _____ No. of teachers _____

High School curriculum: _____% college bound _____% Vocational _____% handicapped

Elementary curriculum: _____% exceptional _____% slow learner

_____% handicapped _____% Average class size

Services to Students	Total School	1/2 or more	1/4 or more	less than 1/4
Guidance in reading, viewing, listening				
Reference assistance				
queries answered				
Library instruction: regularly				
infrequently				
Local production				
Special programs: Film				
Other				

Services to Teachers	Total School	1/2 or more	1/4 or more	less than 1/4
Media examination & selection				
Local production facilities				
Provision of media for developing students independent study skills				
Coordination of materials with instructional program				
Assistance in planning & presenting instructional skills lesson				
Participation in teaching resource units				
In service courses				

Services to Administrators	All info needed	1/2 or more	1/4 or more	none
Serve as clearinghouse for information on: professional courses, workshops, meetings, community resources				
Media for school programs				

Services to Community	All info needed	1/2 or more	1/4 or more	none
Media for group programs				
Interpret school program to community				
Other				

PUPIL PURPOSES
INTERESTS AND ACTIVITIES

NAME _____ TEACHER_____

Below is a list of phrases which gives some reasons why people read. You are to read each phrase carefully and place a check mark on the line before the phrase if it gives a reason why YOU read. You are not expected to mark every reason or even most of them. Check your reasons for READING ONLY!

PUPIL PURPOSES

_____ 1. to find out what is going on in this world
_____ 2. to amuse myself with jokes and humor
_____ 3. to remind me of things I have enjoyed
_____ 4. for new experiences
_____ 5. to do my homework
_____ 6. to memorize
_____ 7. for religious reasons
_____ 8. to find out how to make or do things
_____ 9. to help me overcome my problems
_____ 10. to read my letters
_____ 11. to understand people better
_____ 12. to plan my future
_____ 13. to answer a question
_____ 14. as a hobby

People read about many subjects, but they are more interested in some things than in others. In the list below check the subjects that you are interested in READING ABOUT!

_____ 1. Adventure
_____ 2. Art
_____ 3. Atoms
_____ 4. Automobiles
_____ 5. Aviation
_____ 6. Birds
_____ 7. Boys
_____ 8. Dinosaurs
_____ 9. Dogs
_____ 10. Electricity
_____ 11. Engineering
_____ 12. Exploring
_____ 13. Farm Life
_____ 14. Fossils
_____ 15. Geography
_____ 16. Girls
_____ 17. History
_____ 18. Hobbies
_____ 19. Horses
_____ 20. Humor
_____ 21. Hunting and Trapping
_____ 22. Indians
_____ 23. Insects
_____ 24. Inventions
_____ 25. Jets and Rockets
_____ 26. Jungles
_____ 27. Machines
_____ 28. Medicine
_____ 29. Music
_____ 30. Mystery
_____ 31. Other Lands and People
_____ 32. Pets
_____ 33. Pioneers
_____ 34. Rocks and Minerals
_____ 35. Science and Scientists
_____ 36. Science Fiction
_____ 37. The Sea
_____ 38. Space
_____ 39. Sports
_____ 40. Stars and Planets
_____ 41. Trains
_____ 42. Wars and Battles
_____ 43. The West
_____ 44. Wild Animals

TEACHER EVALUATION OF LIBRARY MEDIA CENTER 19___

Grade level_____
(or teaching area)

Please place a check on the appropriate line for each question.

	No	Partially or Some	Yes
1. Has the variety of materials available changed your teaching methods so that you use a wider variety of instructional materials?	_____	_____	_____
2. Have materials purchased helped you meet your objectives?	_____	_____	_____
3. Has the library media specialist kept you informed of new items that are available for you to use?	_____	_____	_____
4. Did you have opportunity to give suggestions for materials purchased?	_____	_____	_____
5. Did you receive help in learning how to use equipment that is available?	_____	_____	_____
6. Would an orientation on using the card catalog to locate materials (books and AV materials) be helpful to you?	_____	_____	_____
7. Have you been able to find materials you needed?	_____	_____	_____
8. Does having a library media center help your students?	_____	_____	_____
9. Have your students been able to find the books they need?	_____	_____	_____
10. Do your students have skills in the following area?			
a. locating books	_____	_____	_____
b. using encyclopedias	_____	_____	_____
c. listening and viewing	_____	_____	_____
d. using reference materials	_____	_____	_____
e. producing media (books, slides, video)	_____	_____	_____
11. One of our objectives has been to increase the selection of books available to students. Do you feel that this objective has been met?	_____	_____	_____

	No	Partially or Some	Yes
12. Do you feel that the new books that were purchased were selected carefully and help meet the needs of students?	_____	_____	_____

13. Which magazines (which we subscribe to) have you used this year?

LIST:

_____
_____
_____
_____
_____
_____

14. Do you have any suggestions for other subscriptions which might be useful?

_____

15. Our goal has been flexible scheduling of the library media center, and I feel we reached this goal. I realize that it took a considerable amount of adjusting of schedules at your end. Any comments or suggestions on this?

16. Strengths of our library media center.

17. Improvements you would like to see in the library media center program.

18. Were there any units you covered for which you did not have adequate supplementary AV materials?_____ If yes, in what areas do you need more materials? (This includes possible new units in the new textbooks.)

19. Things you would like to see planned for the future of the library media center.

TEACHER QUESTIONNAIRE (1)

Name of School Building_____

DIRECTIONS: Please answer each of the following questions by putting a check in the column that expresses how you feel about the library media center in your school. The term "media" refers to both print and audiovisual materials and services.

	Yes	No
1. Is the media collection of both print and non-print materials adequate to supplement your instructional program?	_____	_____
2. Are the services of the library media center and its staff readily available?	_____	_____
3. Can you plan cooperatively with the library media center staff for scheduling classes?	_____	_____
4. Are you informed about new materials?	_____	_____
5. Do you assist in the selection and evaluation of materials?	_____	_____
6. Do you feel welcome in the library media center?	_____	_____
Do your students?	_____	_____
7. Do your students receive library media skills instruction sufficient to meet their needs?	_____	_____
8. Do you receive adequate instruction on the use of materials and equipment?	_____	_____
9. Do you plan in advance for the use of audiovisual materials?	_____	_____
10. Is audiovisual equipment available when you need it?	_____	_____
11. Do you plan for curriculum enrichment with the library media staff?	_____	_____
12. Do you take part in your class's library media activities?	_____	_____
13. Do you permit students to use the library media center as needed?	_____	_____
14. What materials would you like to see added to the library media center?	_____	_____

SUGGESTIONS:

TEACHER QUESTIONNAIRE (2)

1. Do you use the library media center in your teaching activities?

   _____frequently _____sometimes _____never

2. How often do you use a library media center for your own needs, professional and personal?

   _____daily_____once a week_____once a month_____once a semester

3. When the library media center you use doesn't have the information you need, do you:

   _____go to another library_____give up_____ask the library media specialist to order it.

4. Are you normally able to find the materials which you and your students need in the school media center?

   _____always _____frequently _____sometimes _____never

5. Do you plan units of study which require students' use of the library media center?

   _____frequently _____sometimes _____never

6. When you plan an assignment for which students will need to use the library media center do you have planning sessions with the library media specialist?

   _____ frequently _____sometimes _____never

7. How do you check to see if the library media center has what you need before making an assignment?

   _____contact the librarian _____check the card catalog yourself

   _____send a student to check _____do not do so

8. Do you find library media center employees helpful and courteous in assisting you.

   _____always _____frequently _____sometimes _____never

9. Do you send students to the library media center for independent study and research?

   _____never _____occasionally_____frequently _____constantly

10. If you are receiving less than excellent service, which factors are contributing:

_____ inconvenient library media center hours

_____ inconvenient location

_____ incompetent or discourteous staff

_____ lack of leisure time

_____ no need for library media materials

_____ lack of skills needed to use materials

_____ lack of needed materials in collection

11. Library media service could be improved by:

_____ more books

_____ better books

_____ more audio-visual materials

_____ conferences between library media specialist(s) and teachers to select materials and plan ways for the library to become an integral part of classroom learning

_____ teaching of library media skills to children

_____ simplifying the procedure for finding books

_____ more permissive policies about book use--longer loan periods, overnight loan of reference books, etc.

_____ keeping library media center open longer

_____ more knowledgeable staff

_____ more staff members

_____ more study space in the library media center

_____ photocopy equipment

_____ better location for the library media center

_____ better arrangement of library media materials

_____ other

12. What phases of library service would be most helpful in your teaching activities:

_____ book talks and discussions

_____ lessons on encyclopedias

_____ lessons on other reference books and materials

_____ lessons using audio-visual materials

_____ lessons on how to use the library

_____ materials provided for units of study

_____ opportunity for students to pursue independent study

_____ reading guidance

_____ recreational reading

_____ storytelling

TEACHER QUESTIONNAIRE (3)

Please evaluate your school library media center program in the following areas:

	Don't know	Poor	Fair	Good	Excellent
1. Your students' attitude about going to the media center.					
2. The media staff's willingness to cooperate in adjusting their schedule to your program.					
3. The media staff's willingness to assemble materials for projects, room collections, etc.					
4. The media staff tries to keep abreast of what is going on in the classroom. How do you rate their efforts in this area?					
5. The media staff's efforts in giving you an opportunity to suggest material to be purchased.					
6. Adequacy of the collection for the subjects at the grade level which you teach.					
7. General appearance of the media center.					
8. Effectiveness of displays.					
9. Overall atmosphere of the media center.					
10. Organization of materials as evidenced by your success in finding materials you need.					
11. How do you rate the media staff's attitude toward teachers and students?					
12. Your overall working relationship with the media staff.					
13. The media staff's efforts in keeping you informed about new materials received.					
14. Your efforts in keeping the media staff informed about new trends in methods and curriculum in your subject area and/or grade level which you teach.					
15. Based on your observations, rate the effectiveness of instruction by the media staff in library and audiovisual skills.					
16. Rate your attempts to reinforce the instruction of the media staff in the above area.					
17. Thinking of the media center as a whole, rate its effectiveness in the total school program.					

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STUDENT QUESTIONNAIRE

GRADE_____

1. How often do you go to the library media center?

   Several times a week_____ Once a week_____Twice a month_____

   Once a month_____Less than once a month_____

2. Do you look at filmstrips in the library media center?

   Often_____ Occasionally_____ Never_____

3. Do you listen to cassette tapes in the library media center?

   Often_____ Occasionally_____ Never_____

4. Do you use the card catalog?

   Often_____ Occasionally_____ Never_____

5. Do you use the reference books?

   Often_____ Occasionally_____ Never_____

6. Does the library media specialist give you the assistance you need to find books and materials?

   Often_____ Occasionally_____ Never_____

7. Are you able to find the materials you need?

   Often_____ Occasionally_____ Never_____

8. Do you enjoy going to the library media center?

   Yes_____ Sometimes_____ No_____

9. Why do you usually go to the library media center?

   Recreational reading_____Reference work_____Check out books_____

   Viewing and listening activities_____Other_____

10. List any additional materials or activities you would like in the library media center.

11. List any suggestions you have for improving student use of the library media center.

STUDENT MEDIA ATTITUDE SCALE

Name of School Building_____Grade Level_____

Name of School District_____

DIRECTIONS: Please answer each of the following questions by putting a check in the column that expresses how you feel about the library media center in your school.

NOTE: The term "media" refers to both print and audiovisual materials and services.

	Never	Seldom	Occas-ionally	Often	To a Great Extent
1. Are you allowed to go to the library media center whenever you have free time?					
2. Are you able to get into the library media center and use it without feeling crowded?					
3. Do you get help in the library media center if you need it?					
4. Does the library media center have the materials you need?					
5. Do you get instruction in how to find materials in the library media center?					
6. Have you ever been asked to help choose materials for the media center?					
7. Does the school allow you to take home materials other than books from the library media center?					
8. Does the school allow you to take home viewing and listening equipment from the library media center?					
9. Are you allowed to create audiovisual materials other than books from the library media center?					
10. Do you get help from the library media staff in creating the materials?					

11. Does using media make your classes more interesting?_____

12. Do you know when new books or materials are available in the media center? _____

13. Do you like to go to the library media center? _____

14. What do you like about the library media center?

15. What things do you not like about the library media center?

16. Which of the following materials do you use often in the library media center?

Books	Newspapers	Maghazines	Tapes & Records	Games & Kits	Filmstrips, Slides, Transparencies	Video & Film

17. Are there any materials that you would like to use that are not available in your library media center?_____Yes _____No

18. Which of the following media have you produced with equipment from the library media center in your school? Check each types of media you have produced.

Posters	Audiotapes	Slides or Filmstrips	Transparencies	Video Tapes	8mm Films

19. Do you ever use or check out materials from a public library?

_____Yes _____No

A QUICK BUT NOT EASY TEST TO HELP YOU DETERMINE HOW YOU'RE DOING AS A SCHOOL LIBRARY MEDIA SPECIALIST

These questions are designed to help you gain insight into you and how you see your job. Answer them with candor--it's the best way to find out how you really feel.

Instructions: For each statement, place a number in the first column rating yourself on scale. 1 (low) to 5 (high).

You and Your Job	Raw Score	Adjusted Score
1. You feel competent in your job and enjoy your profession.	_____	_____
2. At least three-fourths of the time, you look forward to going to work.	_____	_____
3. Even though you are a library media specialist, you think being a teacher is more rewarding.	_____	_____
4. You have many new ideas you want to try in your library media program.	_____	_____
5. Being a librarian and dealing with printed materials is preferable to working with multimedia.	_____	_____
Your library media center		
1. It is attractive and inviting to students, reflecting their tastes and interests.	_____	_____
2. The arrangement is functional with an easy traffic flow.	_____	_____
3. Students know they are expected to be quiet in the library media center.	_____	_____
4. The library media center has several environments, providing for a variety of individual and group activities.	_____	_____
5. The library media center can't be used unless you are there.	_____	_____
Your library media program		
1. You plan activities that appeal to different ages, abilities, and interests.	_____	_____
2. You have frequent special events and promote them with teachers and students.	_____	_____
3. All of your media program takes place in the library media center.	_____	_____
4. You strive for a balance between learning activities and the stimulation of interests and pleasure reading.	_____	_____
5. As the library media specialist you are not concerned directly with the individual student's ability to read.	_____	_____

You and the administration

1. Your relationship with the principal can be described as confident, sustaining, and mutually beneficial. _____ _____
2. Your principal associates your job with all types of media, including community resources. _____ _____
3. Your principal thinks it's all right to use the library media center as a study hall or for class instruction. _____ _____
4. You volunteer to help explain the school program to, and receive input from, parents and community. _____ _____
5. Your principal thinks the purpose of the library media program is to support the instructional program. _____ _____

You and the students

1. A principle goal of your program is to get students to use media in an independent way. _____ _____
2. Students enjoy discussing ideas and projects with you. _____ _____
3. You avoid discussion of personal problems with students, since that is the teacher's prerogative. _____ _____
4. Students know they can work in pairs or small groups in the library media center. _____ _____
5. Your main contacts are with students in the upper half of the ability profile. _____ _____

You and the teachers

1. You communicate with each other frequently and easily, formally and informally. _____ _____
2. Teachers involve you in discussions of curriculum and procedures. _____ _____
3. Teachers get long-term loans but know they should avoid sudden unexpected requests for materials. _____ _____
4. Teachers suggest, review, and evaluate media in their field, not their grade level. _____ _____
5. You receive little or no information from teachers about individual students. _____ _____

You and media

1. You identify media in a broad sense (i.e., as all sources of input). _____ _____
2. You associate special attributes with different forms of media. _____ _____
3. Students benefit more from guided learning experiences than from independent use of media. _____ _____
4. You have established criteria for evaluating your collections. _____ _____
5. Students learn the most from books and other printed materials. _____ _____

Scoring--Go back to the beginning and copy the scores for questions 1, 2, and 4 in the Adjusted Score column. For questions 3 and 5 reverse the scores: 1 is 5, 2 is 4, 3 is 3. Add up each section and total your points. (Lowest possible score 35; highest possible score 175.)

Bonus points (from 1 to 10)

For a new teacher or failing teacher that you helped to succeed. _____
For students you have helped to become good readers. _____
For students who see you as a help in times of trouble. _____
For parental conflicts or misunderstandings about media you have helped to resolve. _____
For times the principal has turned to you for support and gotten valuable help. _____
(Possible bonus points, 50)

Penalty points (from 1 to 7)

For low self image about yourself and your job. _____
For unnecessary rules and regulations that turn off your readers. _____
For zealous protection of your collection that limits its use. _____
For a narrow interpretation of your job that limits your role. _____
For being patronizing or materialistic with students. _____
(Possible penalty points, 35)
Add your bonus points to your adjusted score; subtract your penalty points.

Interpretation (Your score could be as low as) or high as 225.)

If you scored 0 to 40, put the test away. Try again in 24 hours and then rescore. How can you be that bad and hold a job?

If you scored from 41 to 100, read the test over and reevaluate. Were you masochistic about your feelings and capability? Did you evaluate yourself fairly?

A score from 101 to 135, frankly, is low. If you marked yourself fairly, you may need to reevaluate your attitudes and practices.

The majority of library media specialists scores between 136 and 185. This is a fairly wide range and allows for individual differences in self-image and performance. If you are in this group, go back to the low scores and think about ways of improving your performance.

Scores of 186 to 210 reflect confident, efficient library media specialists who like themselves and their jobs and do well in their work. You and the persons you work with are indeed fortunate.

Very high scores (211 to 225) may indicate a defensive position or a person who avoids reality, but remember, only maybe. It's possible that you are that good, and if so, you are a super library media specialist.

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CURRICULUM PLANNING	
TOPIC	OBJECTIVE

RESOURCES			
TEXT	SUPPLEMENTAL REFERENCES	AUDIOVISUAL MATERIALS	COMMUNITY RESOURCES
(chapter, pages)	(Media Center-Books, Pamphlets from Vertical File, Learning Package, etc.)	(Filmstrips, 16mm., pictures, charts, records, cassettes, etc.)	(People, places)

ACTIVITIES		
Real Things, Models, Demonstration	**Oral or Written Reports**	**Discussion Questions**
(live animals, dioramas, collections, etc.)	(could include plays, dramatic readings)	

RELATED CURRICULUM ACTIVITIES				
Math	**Science**	**Reading**	**Music**	**Art**

TEACHER--LIBRARY MEDIA PLANNING

_____
TEACHER

_____
GRADE

In order for the library media center to be of more service to you, would you please list the units or subjects that you will be working on during the school year. This will help us in selecting books and audiovisual materials.

UNIT OR SUBJECT	MONTH OR TIME OF YEAR

Dear Faculty --

I have designed these forms in the hope that the Media Center can be more helpful to you with supplementary materials in your classroom and also, to give me some clues for strengthening weak areas in our collection. Please complete a form before you begin each new unit of study, and return it to my mailbox. The Media Center staff will then follow through on your requests for services.

Thanks!

To: Librarian

From: _____
(Teacher's Name)

On _____ my _____ Classes will begin
(Date) (Subject)

studying a unit on _____, I would like:
(Unit Subject)

_____ 1. Any related AV materials

_____ 2. A bibliography of print materials.

_____ 3. Books placed on reserve.

_____ 4. To reserve the Media Center for class research. If you check this item, please indicate date and periods.

_____
(Date)

_____
(Periods)

TEACHER BIBLIOGRAPHY REQUEST

TEACHER _____ DATE: _____

In order to serve you better next year, I would like to make an individual bibliography for any course you teach. To be able to do this, I will need a course outline and/or textbook.

Please complete a separate request (more available in the media center) for each course bibliography desired. It will take several weeks to complete the bibliography after returning the request to me. I would like to start now for next year!

COURSE_____ GRADE LEVEL_____

MATERIALS TO INCLUDE WHERE AVAILABLE:

_____books
_____other_____
_____record
_____filmstrips

Purpose for bibliography (how will you use it):

_____required student reading
_____supplementary student reading
_____student projects
_____teacher reference

Comments:

ELEMENTARY LIBRARY PROGRAM

Request for Service

Teacher_____

1. Introduce materials for a unit of work: Date_____Time_____

   Name of Unit _____

   During the introduction, please stress _____

2. I am sending a group of children for research and reference activity:
   Activity: _____ Date_____ Time_____

   Please have reference material available on _____

   Set up: _____listening center
   _____tape recorder
   _____filmstrip viewers
   _____record player

3. Schedule work/study skill class: Date_____ Time_____

4. Schedule a story hour: (Note: Story hours must be related to units of work.) Story should have as its main topic or theme:

   _____Date_____Time_____

5. Other request: _____

6. Send the following material to my classroom: (list on reverse side)

PRODUCTION REQUEST FORM

The media center is eager to help your students create transparencies, video tapes, or slide/tape presentations to enhance assignments you might give.

We will give demonstrations, instruction, and help in the actual production. We have the equipment available for most projects and can borrow items we don't own.

AV production can really add pizazz to your assignments, reports, or research projects.

Yes! I want my students to do some AV production in 86-87. _____ (Teacher's Name)

Please write down any suggestions you might have for improving the library.

Thank you,

_____
Media Specialist

STATE CONTRACT NUMBERS for Appropriate Library Purchases

Contract Number	Description
0005	Video Cassettes & Tapes
0012	Books
0017	Paper (For office and print shop)
0025	Light Bulbs & Flash Bulbs
0027	Computer Magnetic Tape & Disk Packs
0032	Projectors & Screens
0040	Personal Computers
0055	Recorders (Dictation & Sound)
0071	Photocopy Machines Supplies & Maintenance
0074	Metal Office Furniture
0075	Institutional Furniture (Non-office)
0076	Wood Office Furniture
0077	Wood Office Furniture (Chairs & Seating)
0086	Rubber Stamps & Related Marking Devices
0090	Typewriters
0096	Diskettes
9901HP	Pens--Ball Point & Felt Tip Markers
9912HP	Microfilm Service

SAMPLE
RESPONSE TO GIFTS

Dear

On behalf of the School Library Media Center and the administration of _____School, may I take this means to acknowledge your recent gift of materials to the library.

Your name has been entered in our Gifts Register. The gift materials will be evaluated by the staff to determine their best use in accordance with the library's objectives.

We are most grateful for your interest in the library media center. Your gift will help to meet the educational and recreational needs of the students and teachers served by the library media center. Thank you.

Sincerely,

BIRTHDAY BOOK CLUB

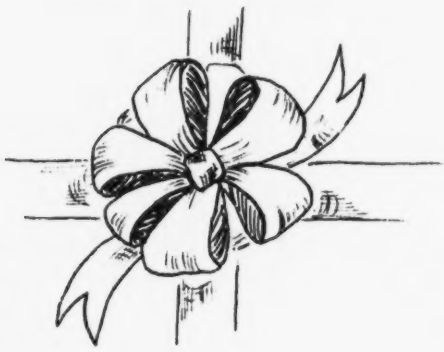
LaVonne Sanborn, Stillwater, has increased students' interest and the size of the collection in her media center by establishing a Birthday Book Club. She informs parents at a PTA meeting and in a monthly library newsletter concerning the operation of the club.

It works as follows:

1. Certain new books are placed on a Birthday Book Shelf.
2. Children bring in a money donation ($1.00-$10.00). It is used to purchase more new books.
3. Special recognition is given. The child can be the first to check out a new book of their choice. A name plate is printed for the book.
4. A Birthday Bulletin Board has the child's name added to the membership list.

A PRESENT FOR

_____



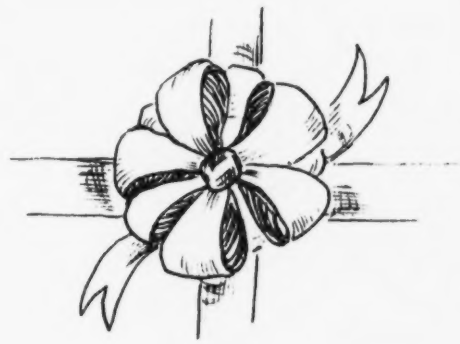
FROM: _____

DATE: _____

GRADE: _____

A PRESENT FOR

_____



FROM: _____

DATE: _____

GRADE: _____

LIBRARY MEDIA CENTER TASK SHEET

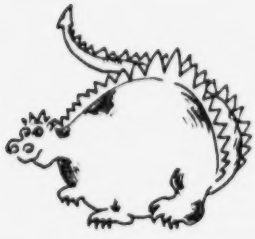
Students may come to the Media Center anytime during the day, as long as they have this sheet signed by their teacher showing that they have permission to be here. Only one to five students should be sent at a time from a classroom. Please be sure that the students have a designated purpose for being in the Media Center.

STUDENT'S NAME _____

_____ Check out/return books (Material)
_____ Reference/research work
_____ AV weekly programmed stations
_____ Digitor (Circle One)
Level of difficulty of problems 1 2 3 4 5 6 7 8 9 0
Function – + × ÷
_____ AV Stations (Please put name of film/tapes, record or subject to supplement class work
_____ Center Activities
_____ Other (Explain) _____

_____ Time Left Classroom _____ Time to return to classroom

_____ Teacher's signature only

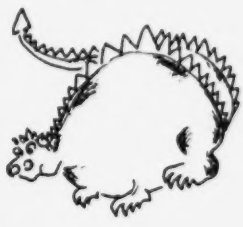


DRAG ON INTO THE LIBRARY MEDIA CENTER

NAME _____

PURPOSE

A.V. _____
DIGITOR _____
RESEARCH _____
STUDY _____
READING _____
BROWSING _____
TIME DUE LEFT _____
TIME DUE BACK _____



DRAG ON INTO THE LIBRARY MEDIA CENTER

NAME _____

PURPOSE

A.V. _____
DIGITOR _____
RESEARCH _____
STUDY _____
READING _____
BROWSING _____
TIME DUE LEFT _____
TIME DUE BACK _____

DRAGON LIBRARY CERTIFICATE

This is the certify that _____
knows how to care for books.

Dear Parent:

Each student is allowed to check out two books. These books are due back in the library in one week. If a child has an overdue book, that book must be returned before another can be checked out. If a book is lost, payment is due to _____ School.

Please help your child be responsible for his or her books.

Dear Parents,

Today your child is bringing home a book borrowed from our school library. This is a great event for children, and we know that you will share in your child's excitement.

Our wish is that you, parents, enjoy this book with your child. Read and reread it as many times as requested. After supper and before bedtime, as you know, are good times to enjoy a story together. Such pleasant times with good books will help develop in your child a love for reading and provide happy memories to last a lifetime.

Your child may keep this book a week and return it for another on library day. The book may be taken to school each day and brought home at night.

Should you notice that the book needs repair, we would appreciate your marking the page with a bookmark and we will mend it.

May we take this opportunity also to invite you to visit your school library which is located in the original school building. We feel that you will be proud of the book collection and facilities that have been made available to your children by the efforts of the Board of Education.

Sincerely,

, Librarian
, Teacher
, Principal

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LIBRARY MEDIA CENTER
VOLUNTEER PROGRAM

Application Form

The library media center of _____School is requesting volunteer aid. If you would like to help in the center, please sign and return this form.

I would like to aid by volunteering in the _____

School Library Media Center.

Name_____Phone_____

Address_____

Some library tasks I could perform are - (Please check):

_____ Working with student groups

_____ Aiding in preparing displays and bulletin boards

_____ Organizing pamphlets and picture files

_____ Preparing Community Resource Guide

_____ Preparing new books and materials

_____ Maintaining books and materials

_____ Typing book lists

_____
Signature

WORK SLIP FOR VOLUNTEERS

Date_____

Name_____

Tasks for today - Please complete according to the priority listed.

_____Circulation Desk

_____Shelving

_____Filing

_____Typing of cards

_____Processing books or audiovisual

_____Processing of Information File Materials

_____Reading of shelves _____

_____Inventory _____

_____Pulling materials for bibliography

_____Display or bulletin board

_____Repairs

_____Other

Items completed _____

Signed_____

Gentlemen:

I am in the process of previewing materials for purchase and would appreciate it if your company would send the following items on a preview basis.

If our teachers should select your materials I will send the preview copy back and send a requisition through for the item. If, however, the preview materials are new and we decide to purchase I will keep the copy and send a requisition through our administration with a notation that we have already received the material.

Items requested:

Sincerely,

BUDGET ACCOUNT RECORD

Library: _____ Year: _____

TYPE OF MATERIALS
(circle one)

Books
AV Materials
Periodicals
Equipment
Supplies
Other: _____

FUNDS
(circle one)

Grant Funds
Local Funds
Other Funds: (identify or specify)

_____

Date Ordered	Material Ordered	Vendor Source	Estimated Cost	Date Received	Actual Cost	Date Paid	Running Balance

GENTLEMEN:

RE: PREVIEW SET #

Enclosed you will find the preview set_____

_____requested on P.O. #_____

dated_____. Materials are being returned due to the

following reason:

_____ Does not meet our particular educational goals and objectives for the subject area.

_____ The materials do not meet the desired quality, i.e._____.

_____ The materials meet our needs and will be ordered at a later date.

We appreciate the opportunity to preview the materials and your prompt attention to our request.

Sincerely,

Library Media Center Preview Request

Goal-- To evaluate material in specific areas where the collection is inadequate to meet the needs of the curriculum.

Because of the cost in time and money unlimited requests for evaluation are no longer feasible.

Therefore each teacher is to consider the following before making a request.

(1) What units appear to need material?

(2) What materials are now available in the library which might relate to this unit?

(3) What objectives would you expect the requested material to meet?

If after considering these questions you feel this request is justified, please complete the request form below understanding this is subject to the approval of a library media specialist.

I would like the library to obtain the following material for evaluation:

_____

Title

_____

Producer (Catalog and Pg. No.) Price

I understand that it is necessary to preview and evaluate this material in the time allotted by the company upon its arrival or I will be responsible for paying the return postage.

_____

Signature

_____

Date

_____

LMS Signature

BOOK EVALUATION

Date _____

Evaluator _____ Subject Specialist _____

Format: Book _____ Other _____

Title _____

Author _____

Evaluation:

Recommendation for retaining or discarding material:

. . . . . .

AV PREVIEW FORM

Title _____ Producer _____

Price _____ Date Received _____ Return Date _____

Previewed by (Teacher's name)	Do you recommend for purchase? Yes No	Comments

Teacher _____

Please Return to the Library by: _____

Preview Evaluation

Title _____

Circle Type of Material: Sound filmstrip, sound/slide, kit, record, tape, specify other.

Cost _____ Grade Level _____ Copyright Date _____

Producer _____ .

	Excellent	Good	Fair	Poor
Provides useful information and/or Activities				
Format is appropriate for the grade level indicated				
Content is accurate and well organized				
Information in the material is not biased or misleading				
Technical quality is satisfactory				
Opportunities provide for the use of rational powers (see below)				

Rational powers: Recalling, Classifying, Inferring, Deducing, Observing, Imagining, Generalization, Defining, Interpreting, Analyzing, Comparing, Predicting, Synthesizing, Evaluating, Contrasting, Hypothesizing

Is the material worth the purchase price? _____

If you would recommend purchase of only part of a set (for example, one filmstrip) please indicate: _____

Are teacher's guides well done and useful? _____

Do you recommend this item for purchase? _____

If so, please indicate priority: 1st _____ 2nd _____ 3rd _____

How would you use this material if it is purchased? _____

_____

Which unit(s) of study in your course would this material support? _____

_____

Evaluation _____

School and grade Assignment _____

Accession # _____

EQUIPMENT REPAIR CARD

SCHOOL

EQUIPMENT | BRAND | SERIAL NUMBER

DESCRIPTION OF PROBLEM

SENT TO | DATE SENT

COMMENTS

DATE OF RETURN | COST

White copy - Retain at School
Carbon copies - Attach to Equipment

222

223

224

Accession #_____

EQUIPMENT RECORD CARD

SCHOOL _____ LOCATION _____

NAME _____ BRAND _____

SERIAL NO. _____ MODEL NO. _____

PURCHASED _____ FROM _____ COST _____ LAMP_____

REPAIR INFORMATION

DATE	WORK DONE	COST	TIME

THIS SET CONTAINS THE FOLLOWING

_____ FILMSTRIP (S)
_____ CASSETTE TAPE (S)
_____ LP RECORD (S)
_____ SLIDE (S)
_____ TEACHER GUIDE (S)
_____ STUDENT MANUAL (S)
_____ OTHER: _____

PLEASE BE SURE THAT ALL ARE INCLUDED BOTH WHEN RECEIVED AND WHEN RETURNED

THIS SET CONTAINS THE FOLLOWING

_____ FILMSTRIP (S)
_____ CASSETTE TAPE (S)
_____ LP RECORD (S)
_____ SLIDE (S)
_____ TEACHER GUIDE (S)
_____ STUDENT MANUAL (S)
_____ OTHER: _____

PLEASE BE SURE THAT ALL ARE INCLUDED BOTH WHEN RECEIVED AND WHEN RETURNED

THIS SET CONTAINS THE FOLLOWING

_____ FILMSTRIP (S)
_____ CASSETTE TAPE (S)
_____ LP RECORD (S)
_____ SLIDE (S)
_____ TEACHER GUIDE (S)
_____ STUDENT MANUAL (S)
_____ OTHER: _____

PLEASE BE SURE THAT ALL ARE INCLUDED BOTH WHEN RECEIVED AND WHEN RETURNED

THIS SET CONTAINS THE FOLLOWING

_____ FILMSTRIP (S)
_____ CASSETTE TAPE (S)
_____ LP RECORD (S)
_____ SLIDE (S)
_____ TEACHER GUIDE (S)
_____ STUDENT MANUAL (S)
_____ OTHER: _____

PLEASE BE SURE THAT ALL ARE INCLUDED BOTH WHEN RECEIVED AND WHEN RETURNED

Request for A-V Equipment repair

Complete this card and attach to equipment

Type of Equipment _____

Description of problem:

Teacher _____

Call No.	Library Media Order Card	School Reviewing Source
New Title	Author	
Replacement or Added Copy	Title	
Type of Material ____	Publisher/ Producer	
Copyright____	Vendor	
Edition ____	# Copies Pr/copy Total	Fund
Date Ordered	Date Received	Local/Federal

Call No.	Library Media Order Card	School Reviewing Source
New Title	Author	
Replacement or Added Copy	Title	
Type of Material ____	Publisher/ Producer	
Copyright____	Vendor	
Edition ____	# Copies Pr/copy Total	Fund
Date Ordered	Date Received	Local/Federal

OVERDUE NOTICE

Student _____

Room _____

Date Due _____

OVERDUE NOTICE

Student _____

Room _____

Date Due _____

OVERDUE NOTICE

Student _____

Room _____

Date Due _____

OVERDUE NOTICE

Student _____

Room _____

Date Due _____

YOUR BOOK
IS DUE!

DATE _____

LIBRARY MEDIA CENTER NOTICE

NAME _____

ROOM _____

PLEASE COME TO THE LIBRARY MEDIA CENTER ABOUT YOUR OVERDUE BOOK.

_____

_____

DUE DATE _____

YOUR BOOKS ARE

NEEDED NOW

_____

_____

_____

DATE _____ CALL NO. _____

LIBRARY MEDIA CENTER NOTICE

NAME: _____

ROOM: _____

PLEASE COME TO THE LIBRARY MEDIA CENTER ABOUT YOUR OVERDUE BOOK.

DUE DATE: _____

FINE NOTICE

Student _____

Room _____

Fine $_____

Please return your book or ask for a "Hold" fine if you have lost your book.

FINE NOTICE

Student _____

Room _____

Fine $_____

Please return your book or ask for a "Hold" fine if you have lost your book.

FINE NOTICE

Student _____

Room _____

Fine $_____

Please return your book or ask for a "Hold" fine if you have lost your book.

FINE NOTICE

Student _____

Room _____

Fine $_____

Please return your book or ask for a "Hold" fine if you have lost your book.

LIBRARY MEDIA CENTER CLEARANCE

Date _____

Name _____

This is to certify that _____ has returned all books and paid all fines due to the school library.

_____

Librarian

LIBRARY MEDIA CENTER CLEARANCE

Date _____

Name _____

This is to certify that _____ has returned all books and paid all fines due to the school library.

_____

Librarian

PERIODICAL REQUEST	PERIODICAL REQUEST
NAME	NAME
TITLE DATE	TITLE DATE

PERIODICAL CHECKOUT SLIP

___Microfiche Today's Date _____

___Periodical Hour _____

Periodical Title _____

Month & Year _____

Page Numbers _____

Return Date _____

Student's Name _____

Class _____

PERIODICAL CHECKOUT SLIP

___Microfiche Today's Date _____

___Periodical Hour _____

Periodical Title _____

Month & Year _____

Page Numbers _____

Return Date _____

Student's Name _____

Class _____

DATE DUE _____

DATE OUT _____

List Title of Material:

College Cat. _____

_____

Career File _____

_____

Magazine _____

_____

_____

Student's Name and Room

_____

DATE DUE _____

DATE OUT _____

List Title of Material:

College Cat. _____

_____

Career File _____

_____

Magazine _____

_____

_____

Student's Name and Room

_____

REPAIR SLIP

Call No. _____

Author _____

Title _____

_____ pages torn

_____ pages loose

_____ back loose

_____ spine torn

_____ no pocket

_____ no book card

_____ section loose

_____ other

REPAIR SLIP

Call No. _____

Author _____

Title _____

_____ pages torn

_____ pages loose

_____ back loose

_____ spine torn

_____ no pocket

_____ no book card

_____ section loose

_____ other

Lenna Barrett
Pryor

_____ (Student) _____ (Class)

The material you requested to be reserved for you is now in the library media center. We will hold it for you until 4:00 p.m., today.

Library Media Specialist

INVENTORY CARD

_____ CLASS YEAR _____

TITLES _____

VOLUMES _____

ACQUISITIONS _____

MISSING _____

WITHDRAWN _____

TOTAL _____

(Norman Public Schools use the above card to assist with inventory. Card is filed in the Shelf List Catalog and a running count is maintained of all acquisitions, lost or withdrawn materials.)

GENERAL INVENTORY OF RESOURCE CENTER COLLECTIONS

Year _____ School _____ Enrollment _____

Class. Area	Books General Paperback	Collection Hardback	Ref.	Prof.	Indiv. Silent FS	Computer Programs	Indiv. Cassettes	FS in FSR Sets	Sound-Slide Sets	Film Loops	Indiv. Trans.	Slides	Multi Media Kits	Games	Teach. Aids	Models	Prog. Mat.	Pictures/ Study Prints
000's																		
100's																		
200's																		
300's																		
400's																		
500's																		
600's																		
700's																		
800's																		
900's																		
B																		
SC																		
F																		
E																		
TOTAL																		
New this year																		
Discarded this year																		
Lost this year																		

Globes _____

Maps _____

Curriculum Material:

No. Sets _____

Magazines:

No. Titles
General _____

No. Titles
Professional _____

Encyclopedias

Titles	Copyright

Microfiche

Titles	Years

ANNUAL REPORT 19___

_____
School

I. Book Count

a. Total volumes reported on last annual report ..... _____

b. Volumes added during 19___ ..... _____

c. Volumes withdrawn ..... _____

d. Volumes unaccounted for (stolen or lost) ..... _____

e. Volumes lost and accounted for (paid) ..... _____

f. Total ..... _____

Book Count by Classification

	Last Year	New Volumes	Total
000			
100			
200			
300			
400			
500			
600			
700			
800			
900			
B			
CAREER			
REF.			
PROF.			
SC			
FIC			
E			

II. Software count:

Type of Material	Last Year	New Materials	Total
1. Charts			
2. Dioramas			
3. Filmstrips			
4. Flash cards			
5. Games			
6. Globes			
7. Kits			
8. Locally-Produced Mat.			
9. Maps			
10. Microforms			
11. Microscope Slides			
12. Models			
13. Motion pictures			
14. Pictures			
15. Realia			
16. Slides			
17. Sound Recordings			
18. Transparencies			
19. Video Recordings			

a. Total items reported on last annual report ..... _____

b. Items added during 19___ ..... _____

c. Items withdrawn ..... _____

d. Items unaccounted for (stolen or lost) ..... _____

e. Items lost and accounted for (paid) ..... _____

f. Total ..... _____

Software Count by Classification

	Last Year	New Items	Total
000			
100			
200			
300			
400			
500			
600			
700			
800			
900			
BIO			
CAREER			
REF.			
PROF.			
SC			
FIC			
E			

IV. Operating Expenditures (From all sources Federal, PTA, Donations, etc.)

_____
Library

_____
Year

Budgeted Item	Last Year's Expenditures	Current Year's Expenditures
Books Direct Orders Jobber Orders (Bid)		
Equipment		
Film Rentals		
Furniture		
Library and Audio Visual Supplies Bid Items Direct Orders		
Magazines Hard Copy Jobber Direct Microform Newspapers Pamphlets		
Repairs		
Software		
Filmstrips		
Games		
Kits		
Maps		
Models		
Phonodiscs		
Sculpture		
Tapes & Cassettes		
Transparencies		
Other (miscellaneous)		
Standing Orders		
Binding		
Postage		

TOTALS . . . . . _____ _____

V. Circulation Summary:

E

000

100

200

300

400

500

600

700

800

900

BIO

CAREERS

REF.

PROF.

SC

FIC

Paperbacks uncataloged

Vertical file

Periodicals

Request for periodicals

Total . . . . . _____

VI. Classes of Library

Number	Hours	Number	Hours

a. Total number of hours ..... _____

b. Number of classes using the library facilities. ..... _____

c. Number oof persons doing individualized study ..... _____

VII. North Central Association Statistics:

a. Number of student seats in the library ..... _____

b. Enrollment ..... _____

c. Percent of enrollment which can be seated ..... _____

VIII. Staff and Hours:

a. Number of librarians ..... _____

b. Number of clerical ..... _____

c. Total number of paid staff ..... _____

d. Fill out the following ..... _____

1. _____ Librarian _____ Degree Held

_____ # of credit hours in LS _____ OK Certificate in LS

_____ # hours working in library each week

2. _____ Librarian _____ Degree Held

_____ # of credit hours in LS _____ OK Certificate in LS

_____ # hours working in library each week

BOOK INVENTORY

	19___	19___	19___	19___
000				
100				
200				
300				
400				
500				
600				
700				
800				
900				
Biography				
Short Story				
Reference				
TOTAL				
+ Uncataloged				
Lost				
Discarded				
GRAND TOTAL				
Total + Uncataloged				
Number of Periodicals				

MEDIA SELECTION AIDS

Many of the following professional media selection tools are found in *Aids to Media Selection for Students and Teachers*, compiled by Barbara Spriestersbach and Yvonne B. Carter, distributed by National Association of State Educational Media Professionals (NASTEMP)

A. NONSELECTIVE BIBLIOGRAPHIES

R. R. Bowker Company

Audio Visual Market Place: A Multimedia Guide. 11th ed. $49.95.
Identifies over 5,500 firms and individuals dealing with AV software, and AV hardware.

Books in Print 1984-1985. 1985. $135.00.
Author and title index includes specific publication data and complete directory of publishers. Published yearly. Cites all reviews of childrens books (K-5).

Children's Books in Print 1985-86. 1985. $62.95.
Author, title, illustrator index to 40,000 in print children's books from pre-school to grade 12. Revised annually in December.

El-Hi Textbooks & Serials 1935. 1985. $60.00.
Lists textbooks and related teaching materials under subject areas. Contains author, title and series index.

Large Type Books in Print, 1985. (Subject Index, Author Index, Title Index). $59.00.
Large type titles available from commercial and nonprofit publishers.

Paperbound Books for Young People; From Pre-School Through Grade 12. 2nd ed. 1980. $5.00.
Contains ordering information on 15,000 in print paperbound titles. Contains author, title, subject, and illustrator index.

Paperbound Books in Print 1985. 3 Vols. 1985. $85.95.
Comprehensive picture of all titles available as well as forthcoming titles. Arranged by author, title and subject. Full ordering information.

Subject Guide to Books in Print 1985-1986. 1985. $142.00.
Subject headings with cross references. 4 Volume set. Annual revision.

Subject Guide to Children's Books in Print 1985-1986. 1985. $62.95.
Indexes 44,000 titles under 8,000 subject headings. Includes fiction and nonfiction. Current ordering information and addresses of approximately 2,000 publishers.

Gale Research Company. *Children's Book Review Index*. 1984. $78.00
Published annually. Cites all reviews of children's books (K-5).

National Audio-Visual Association, Inc. *Audio-Visual Equipment Directory*. 29th ed. $21.00 payment with order; $24.00 billed.
Information for 1,450 models of equipment with state-by-state listing of suppliers and services.

B. EVALUATION SOURCES FOR BOOKS, AV MATERIALS, SOFTWARE AND EQUIPMENT

1. Books:

American Association for the Advancement of Science. *The Best Science Books for Children.* Compiled and Edited by Kathryn Wolff, Joellen M. Fritsche, Elmer N. Gross, and Gary T. Todd. 1983. 276 pp. $15.95.

More than 1,300 books, covering all areas of science.

American Library Association. Young Adult Services Division. *The Best of the Best Books, 1970-1983.*

The Association, 1983. Single copies $.50. Quantity orders available at special rates.

Selections with annotations include many titles from YASD's annual *Best Books for Young Adults* from 1970-82, plus other titles "previously overlooked."

------*Book Bait: Detailed Notes on Adult Books Popular with Young People.* 3rd ed. The Association, 1979. $5.00 pap.

Comments on 100 fiction and nonfiction books chosen for appeal to the average and good high school readers. Subject index added.

Association fro Childhood Education International. *Bibliography of Books for Children.* The Association, 1984. 112 pp. $10.00 ($8.50 to members).

An annotated listing of fiction, nonfiction, and reference books for children selected from books reviewed in *Childhood Education.*

Baaskin, Barbara. *Books for the Gifted Child.* 2nd ed. R. R. Bowker, 1984. $27.50.

Guidance on selecting reading materials. Includes annotated list of recommended materials. Has author, title, and subject index.

Bernstein, Joanne E. comp. *Books to Help Children Cope with Separation and Loss.* R. R. Bowker, 1983. $29.95.

A bibliographic guide to 400 fiction and nonfiction books for children (3-16). Includes author, title, subject, reading, and interest-level indexes.

Books for Secondary School Libraries. 6th ed. Ad Hoc. Library Committee for the National Association of Independent Schools. R. R. Bowker, 1981. $29.95.

Books of literary quality for college-bound students. Arranged by Dewey Decimal Classifications. No annotations, contains subject headings.

Books for All Ages Series. American Library Association and Children's Book Council, 1983. 3 lists. $2.00 for set.

Series consisting of three bibliographies entitled *Exploring the Out-of-Doors* by Jean Craighead George; *Building Up/Tearing Down* by David Macaulay; *Tracking the Past* by Jean Fritz.

Carlsen, G. Robert. *Books and the Teenager Reader: A Guide for Teachers, Librarians and Parents.* 2nd rev. ed. Harper-Row, 1980. $11.95. $2.25 pap.

Annotated list of high interest books and narrative describing how to use them.

Charles, Sharon A. Drugs: *A Multimedia Sourcebook for Children and Young Adults*. ABC-Clio, 1980. $22.95.
Critical annotations of 450 books and nonprint items.

Children's Catalog. H. W. Wilson, 14th ed., 1981. $54.00.
Includes four annual supplements. Highly selective and includes "the best books for children in the fields of fiction and nonfiction." A new feature of the 14th edition is the use of uniform titles.

Children's Media Marketplace. 2nd ed. Neal-Schuman/ABC-Clio, 1982. $29.95.
For K-elementary school. Twenty sections of annotated listings on publishers of books, AV producers and distributors, wholesalers, bookstores, bookclubs, TV programs, organizations, periodicals, federal agencies, events, and media awards.

Children's Science Books. New ed. Chicago Museum of Science and Industry, 1983. $4.50 for supplement; $5.95 for complete bibliography, plus $1.00 handling. Prepaid order only.
Critical annotations of books and periodicals in the applied and physical sciences.

De Wit, Dorothy. *Children's Faces Looking Up*. American Library Association, 1979. 16 pp. $12.00.
An excellent compendium for "would be" and experienced storytellers.

Dreyer, Sharon Spredemann. *The Bookfinder: A Guide to Children's Literature about Needs and Problems of Youth Aged 2-15*. Vol. I. American Guidance Service, 1977. $44.50.
Lengthy annotations on books that help children cope with problems. Subject, author, and title indexes.

------*The Bookfinder: A Guide to Children's Literature about Needs and Problems of Youth Aged 2-15*. Vol II. American Guidance Service, 1981. $44.50.
A companion volume to the above. It contains books published 1975-1978. Approximately 723 annotated new listings. Topics have been expanded.

-----*Bookfinder Vol. III*. American Guidance Service, 1985. $4.50.
Companion volume to above.

Fader, Daniel. *The New Hooked on Books*. Berkley, 1977. $2.75 pap.
Includes a reading list of 1,000 authors under subject headings.

Feature Films on 8mm, 16mm, and Videotape: A Directory of Feature Films Available for Rental, Sale, and Lease in the United States and Canada. R. R. Bowker, 1985. $75.00.
26,000 films which *Booklist* characterized as an excellent and indispensable source. Includes videotapes.

Gillespie, John T. *Best Books for Children*. 3rd ed. R. R. Bowker, 1985. $34.50.
Titles were selected from at least three recommended sources. Helpful tool to evaluate adequacy of existing collection. Lists both fiction and nonfiction.

Greene, Ellin. *A Multimedia Approach to Children's Literature: A Selective List of Films, Filmstrips and recordings Based on Children's Books*. 3rd ed. American Library Association, 1983. $15.00.
Annotated listing of over 500 books--each followed by annotated listing of media based on the books.

Hunt, Mary Alice. *A Multimedia Approach to Children's Literature*. 3rd ed. American Library Association, 1983. 182 pp. $15.00 pap.
This is a guide to book-related nonprint materials for use with children from preschool through sixth grade.

Junior High School Library Catalog. 4th ed. H. W. Wilson, 1980. $62.00.
Includes four annual supplements. Has basic collection of 4,000 titles and 9,000 analytical entries.

Kister, Kenneth. *Encyclopedia Buying Guide: A Consumer Guide to General Encyclopedias in Print*. 3rd ed. R. R. Bowker, 1981. $16.50 pap.
Critical evaluations of all inprint general English-language encyclopedias. Title/subject index is provided.

Lynn, Ruth Nadelamn. *Fantasy for Children*. 2nd ed. R. R. Bowker, 1983. $27.50.
Bibliographic guide to approximately 2,000 fantasy books, grade 3-8. Titles divided into 13 categories and recommended by at least one standard review. Index included.

National Council of Teachers of English. *Adventuring with Books, A Booklist for Preschool--Grade 6*. 1981 ed. The Council, 1981. 472 pp. $9.75.
2,500 titles selected by NCTE Elementary Booklist Committee from 10,000 published between 1977 and 1980 are organized by genre, subject, and particular theme. Annotations,, age levels, bibliographic data, plus awards are included. Indexed by author and title.

------*Books for You: A Booklist for Senior High Students*. The Council, 1982. $8.00 pap.
Annotation of 1,400 current titles published since 1975.

------*High Interest--Easy Reading*. Ed.by Hugh Agee. The Council, 1984. 96 pp. $5.00.
Prepared for teenagers' own use in school assignments and recreations.

Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the handicapped. 2nd ed. R. R. Bowker, 1984. $27.50.
Evaluates 400 titles dealing with the physically and mentally handicapped. Includes bibliography of recommended nonfiction and curriculum-related titles.

Periodicals for School Media Programs. 1978. $10.00
Evaluates 500 periodicals K-12. Meets curricular demands and wide range of students' reading levels and interests.

Peterson, Carolyn Sue and Fenton, Ann D. *Reference Books for Children*. Scarecrow, 1981. $13.50.
Supersedes *Reference Books for Elementary and Junior High School Libraries*, 1975. Updated and broadened to cover wide span of interests, curriculum needs, and levels of difficulty. Over 900 annotated entries.

Polette, Nancy. *Books and Real Life: A Guide for Gifted Students and Teachers*. McFarland, 1984. 192 pp. $15.95 pap.
Serves as an aid to students (mainly grades 1-9) to solve real-life problems with the help of books.

------*E is for Everybody: A Manual for Bringing Fine Picture Books into the Hands and Hearts of Children*. Introduction by Marjorie Hamlin. Art Consultant, Patricia Gilman. Scarecrow, 1982. 194 pp. $12.50.
Includes reviews of 126 picture books published between 1975 and 982 and judged by the author to be among the best.

------*Picture Books for Gifted Programs*. Scarecrow, 1981. 228 pp. $12.50.
The theme of this book is using the picture books already on the shelves to stimulate gifted children through junior high.

Richardson, Selma K. *Magazines for Children: A Guide for Parents, Teachers, and Librarians*. American Library Association, 1983. 147 pp. $12.50 pap.
Includes definitive descriptions, bibliographic, and ordering information for more than 90 magazines for children in grades 8 or under.

------*Magazines for Young Adults: Selections for School and Public Libraries*. American Library Association, 1984. 464 pp. $22.50 pap.
Supersedes *Periodicals for School Media Programs*. Includes descriptions for approximately 600 publications.

Science Fair Project Index, 1973-1980. Edited by Science and Technology Division, Akron-Summit County Public Library. Scarecrow, 1983. 729 pp. $47.50.
This sequel to *Science Fair Project Index 1960-1972* continues the indexing of books and magazines published from 1973 through 1980 that contain science projects and experiments.

Senior High School Library Catalog. 12th ed. H. W. Wilson, 1982. $70.00
Contains 5,281 titles, including adult titles considered appropriate for advanced curricula.

Shapiro, Lillian. *Fiction for Youth: A Recommended Guide*. Neal-Schuman, 1981. $21.95.
600 titles identified as outstanding for adolescents. Annotated and arranged under 200 subjects.

TWAY, Eileen. *Reading Ladders for Human Relations*. 6th ed. National Council of Teachers of English, 1981. 398 pp. $10.00 pap.
Nearly 2,000 annotations arranged by title under major human relations themes are provided for a wide range of books for young people.

Van Orden, Phyllis, ed. *The Elementary School Library Collection*. 15th ed. Bro-Dart, 1986. $79.95.
Annotates books and AV items. Entry by author in catalog card format with suggested buying phases. Author, title, and subject indexes.

Wynar, Christine Gehrt. *Guide to Reference Books for School Media Centers*. 2nd ed. Libraries Unlimited, 1981. $28.50.
Nearly 2,000 reference sources for K-12 for both print and nonprint materials. Evaluative annotations. Elementary materials coded "E."

2. Periodicals and Annuals

Appraisal: Children's Science Books. Three times yearly. $25.00.
Science books reviewed by both subject specialists and librarians for elementary and junior high and some for grades 10-12.

Arithmetic Teacher. National Council of Teachers of Mathematics. Published nine times yearly. $40.00.
Includes reviews of audiovisual materials and computer programs.

BAYA (Bay Area Young Adult Librarians). *Bookwaves*. Modesto, CA: The Association. 65 pp. $5.50.
An annual compilation of reviews of books for teenagers by professional librarians and teachers.

The Booklist. American Library Association. $47.00
Published twice monthly, except August. Current books, films, filmstrips, computer programs, and other media reviewed by staff and media specialists.

The Book Report. Linworth Publication Co. $25.00.
Published five times preschool year. Includes a section of reviews by school librarians on fiction, nonfiction and AV.

Book Review Digest. H. W. Wilson. Service basis rate quoted on request. Published monthly, except February and July.
Lists reviews of 6,000 books a year.

Bulletin of the Center for Children's Books. University of Chicago Press. $22.00.
Published monthly, except August. Critical evaluations of approximately 65 books a month indicating level of recommendation.

Childhood Education. Association for Childhood Education International. $40.00. Includes membership.
Published bimonthly. Annotates 20-25 books in each issue.

Children's Choices. Published jointly by International Reading Association and Children's Book Council, 1983. Single copy free with self-addressed, stamped envelope, 6¼ x 9 inches, 20 ounce, first class.
A list of books chosen annually and compiled by educators working with the International Reading Association.

Choice. American Library Association: Association for College and Research Libraries. Monthly, with July-August in a combined issue. $95.00. Single copies $5.00. Sample copy on request.
Includes in each issue 500-600 new publications evaluated by undergraduate faculty, subject specialties in the arts and sciences.

Classroom Computer News. International Educations, Inc. 8 issues/year. $19.95.
Reviews software, hardware, and literature. Extensive, signed reviews by well-known authorities.

CMC News. Cannon Falls, MN. Three issues/school year. $5.00; $6.00 billed.
Includes user reports about commercials software used for library applications, news of software sources, and annotated lists of articles.

Educational Media: Elementary/Secondary. Great Plains National Instructional Television Library. Annual. Free.

GPN is an agency of the University of Nebraska, whose goal is "to identify, duplicate, and distribute quality video-taped instructional television."

Electronic Learning. Scholastic Inc. Eight issues/school year. $19.00.

Reviews based on content accuracy, quality of information presented, accessibility to users, specific strengths and weaknesses, instructional usefulness, and overall educational value.

The English Journal. national Council of Teachers of English. Published nine times a year. $35.00.

Reviews 10 books each issue.

Exceptional Children. Council for Exceptional Children. Bimonthly. $25.00.

Reviews films, tapes, and books about teaching exceptional children.

The EPIE Equipment Report. Education Products Information Exchange Institute (EPIE). Quarterly. Comprehensive subscription, $100, includes the *EPIE Materials Report, EPIEGram for Equipment, and EPIEGram for Materials*.

The Equipment Report and *The Material Report* provide comprehensive evaluations of equipment and materials (textbooks, audiovisual software, books for such subject areas as social studies and science).

The EPIE Materials Report. Quarterly.

The EPIEGram for Equipment. Weekly (October to June).

The EPIEGram for Materials. Weekly (October to June).

EPIE Report on Microcomputer Courseware. 18 issues/year. $28.00.

Five to six reviews per issue. (Contains detailed analysis of major microcomputer packages.)

Journal of Geography. National Council for Geographic Education. Published bimonthly. $34.00.

Includes previews of films, reviews of transparencies, study prints, and maps.

Journal of Home Economics. American Home Economics Association. Published quarterly $20.00.

Lists and annotates new publications, visuals, and books.

Journal of Physical Education and Recreation. American Association for Health, Physical Education and Recreation. Monthly. $45.00.

Lists and describes new films, filmstrips, slides, kits, and other instructional materials.

Kirkus Reviews. The Kirkus Service, Inc. Published semi-monthly. Rates set according to book budget.

Forthright, realistic reviews in loose-leaf format. Reviews appear before publication. Covers 4,500 titles.

Kliatt Young Adult Paperback Good Guide. Kliatt Paperback Book Guide. Published three times a year. $24.00.

Contains only reviews of paperback books recommended for ages 12-19. Each review coded. Includes general reader, advanced student, low-reading level, and emotionally-mature readers.

Language Arts. National Council of Teachers of English. Published monthly. $35.00.

Articles on language arts and children's authors. Reviews books and audiovisual developments. (Formerly *Elementary English*)

Landers Film Reviews: The Information Guide to 16mm Films. Landers Associates. Quarterly. $45.00.

Critical reviews of content of documentary and educational films for schools. Loose-leaf format.

A List of Audiovisual Materials Produced by the United States Government for Special Education. National Audiovisual Center, National Archives and Records Administration. Annual. Free.

Free catalog of AV materials available for rental or purchase.

Media Review. Media Review, Inc. Published monthly, except July and August. $59.00.

Full-page valuations of media available in three editions--K-12, K-8, or 9-12.

MicroSIFT. Portland, OR: Microcomputer Software and Information for Teachers.

Clearinghouse for descriptive and evaluative information about microcomputer-based software packages for education. Selected reviews available from Computer Section of the Oklahoma State Department of Education and in the *Educator*.

NASA Films. National Aeronautics and Space Administration. Free from Education Office of NASA Center serving your state.

Descriptions of films which may be borrowed for the general audience.

NASA Publications. National Aeronautics and Space Administration. September. Free.

Included are educational and informational books, pamphlets, charts, picture sets, and motion pictures designed to meet the needs of educators, students, and the public.

New York Public Library. *Children's Books, 1983: One Hundred Titles for Reading and Sharing*. Office of Branch Libraries, New York Public Library, 1984. $2.00 if ordered. Free to visitors.

A compilation of some of the year's best books for young readers. Folktale favorites, recordings, and a list of computer-software for children make up this bibliography.

Notable Children's Trade Books in the Field of Social Studies. Children's Book Council. April, 1983. Single copies free with self-addressed, stamped envelope; 2-5 copies, $.65 each; 5-10 copies, $.60 each. Reprint from *Social Education*, April, 1983.

Compiled annually by a committee of educators working with the National Council for the Social Studies and the Children's Book Council. For grades K-8.

Outstanding Science Trade Books for Children in 1982. Children's Book Council. Annual. Single copies free with self-addressed, stamped envelope with 2 ounce first-class postage.

Selected and evaluated by educators working with the National Science Teachers Association and the Children's Book Council.

Reading Teacher. International Reading Association. Monthly.
Contains monthly reviews of children's literature by Sam Sebeston.

The Reviewing Librarian. Ontario School Library Association. Quarterly. $10.00.
The stated objective of this reviewing tool is to identify gaps in resources and materials for the use of school library management, staff, teachers, and students.

School Library Journal. R. R. Bowker. Monthly, except June and July. $38.00.
Reviews 250 new books for children and young adults. Both favorable and unfavorable included. Contains articles and news about libraries and related areas.

School Library Media Quarterly. America Association of School Librarians. Published quarterly. $20.00 to nonmembers.
Includes a review of print and nonprint resources.

Science Books and Films: The Quarterly Review. American Association for the Advancement of Science. Published bimonthly. $20.00 to nonmembers.
Reviews books and films arranged by Dewey Decimal System.

Top of the News. American Library Association. Published quarterly. $25.00.
Reviews books and considered currently significant.

Video Catalog. U. S. Audio-Visual Center. National Archives and Records Services, General Services Administration, 1981. Free.
175 titles from the National Audio-Visual Center's collection in humanities, social sciences, consumer affairs, guidance, labor relations, science, health, etc., have been converted to master video cassettes from 16mm films.

VOYA, Voice of Youth Advocates. University, AL: VOYA. Bimonthly, April-February. $20.00.
Signed reviews for books and audiovisual materials are rated for quality, popularity, and grade level.

The Web, Wonderfully, Exciting Books. Ohio State University. Quarterly. $3.00.
The Web is a publication devoted to reviewing books and suggesting ways that they can be used in the classroom. Useful for elementary schools.

Wilson Library Bulletin. H. W. Wilson. Published 10 times a year. $30.00.
Reports and comments on librarianship. Articles and news about children and media. 60-80 children's books and films reviewed each year.

Wynar, Bohdan S., ed. *American Reference Books Annual 1983, Volume 14*. Libraries Unlimited, 1981. $47.50.
Standard basic review of 1,740 reference titles. Classified arrangement.

COMPARISON OF NORTH CENTRAL & BLUE BOOK REGULATIONS ON LIBRARY MEDIA CENTERS

The following comparison is taken from the 1983-84 North Central Policies and Standard Manual and the 1983 Administrator's Handbook for Elementary, Middle, Junior High and High Schools. The State Department of Education recommendation for library media services are contained in the Guidelines for Library Media Programs in Oklahoma.

ELEMENTARY

PERSONNEL

Bulletin for Elementary and Secondary Schools	North Central Policies and Standard Manual
School systems which have central libraries for several elementary schools shall be supervised by a librarian with a library certificate or a minimum of 15 hours library science and an elementary certificate.	Fewer than 400 children = one-half time specialist or 1/5 time specialist and 1 full-time aide 400 children or more = 1 full-time specialist or 1/2 time specialist and 1 full-time aide

COLLECTION

Elementary school library books, sets of supplementary readers, functional readers and recreational reading interests. Materials collections may include books and other printed materials, films, filmstrips, recordings, maps, charts and other media developed to aid learning.	2,000 volumes, exclusive of textbooks or 10 vol. per child whichever is larger. The program shall consist of a balanced collection of print materials, non-print materials and instructional/learning equipment and supplies adequate in quality and quantity to meet the needs of the children in all areas of the school's program.

EXPENDITURES

$8.00 per pupil for first 200 pupils, but not less than $600 $6.00 per pupil for the next 300 $4.00 per pupil for each pupil above 500	After a minimum balanced print and non-print collection has been established, the annual expenditure for books, exclusive of textbooks, magazines and audiovisual materials (but not equipment) shall be as follows: Fewer than 400 children = $6.00 per pupil Over 400 children = $2,400 for the first 400 pupils plus $4.00 for each additional pupil

JUNIOR HIGH/MIDDLE SCHOOL

PERSONNEL

Bulletin for Elementary and Secondary Schools	North Central Policies and Standard Manual
Less than 150 students, teacher-librarian 1 period a day with 3 hours cataloging and/or classification	Less than 300 pupils = one-half time specialist
151-300 students, teacher-librarian 2 periods a day and 9 hours of library science (3 of which shall be cataloging and classification)	From 300 - 1,499 = 1 full-time specialist
301-599 students, teacher-librarian 3 periods and 15 hours of library science (3 of which shall be cataloging and classification)	1,500 students and over = 2 full-time specialists

COLLECTION

Adequate selection of books and other library materials shall be furnished	A minimum collection of 2,000 books, exclusive of textbooks, or 10 books per student, whichever is larger, until the school's enrollment reaches 500. At least 3 additional books shall be provided for each student above 500 enrolled.

EXPENDITURES

After a minimum balanced print and non-print collection has been established, the annual expenditures for books (exclusive of textbooks) shall be:	After a media program has acquired a minimum balanced print and non-print collection, the annual expenditure for books, magazines, and audiovisual materials (exclusive of textbook and equipment) shall be as follows:
$8.00 per pupil for the first 200 students, but not less than $400	Fewer than 500 = $6.00 per student
$6.00 per pupil for the next 300 students	500 - 999 = $3,000 for the first 500 students plus $4.00 per student above that
$4.00 per pupil for each student above 500 students	1,000 - 1,999 = $5,000 for the first 1,000 students plus $3.50 per student above that
	Above 2,000 = $8,500 for the first 2,000 students plus $2.50 per student above that

HIGH SCHOOL

PERSONNEL

Bulletin for Elementary and Secondary Schools	North Central Policies and Standard Manual
Less than 100 students = 1 hour a day devoted to library media center and 9 hours library science	Less than 300 = one-half time professional
100 - 199 students = 2 hours a day devoted to library media center and 15 semester hours of library science	300 - 1,499 = 1 full-time professional
200 - 399 students = 3 hours a day devoted to library media center and 15 semester hours of library science	Over 1,500 = at least 2 full-time professionals
400 - 1,499 students = 1 full-time certified librarian	
Over 1,500 students = 2 full-time certified librarian	

COLLECTION

Materials may include books and other printed materials, films, filmstrips, recordings, maps charts and newer media.	3,000 books exclusive of textbooks
	Fewer than 200 = 3,000
	200 - 499 = 3,000 plus 8 books per student over 200
	500 - 999 = 5,400 plus 6 books per student over 500
	1,000 - 1,999 = 8,400 plus 4 books per student over 1,000
	Over 2,000 = 12,400 plus 2 books per student over 2,000

EXPENDITURES

After a minimum balanced print and non-print collection	Fewer than 500 = $6 00 per student
$8.00 per pupil first 200 pupils, but not less than $400	500 - 999 = $3,000 for the first 500 plus $4.00 per student above that
$6.00 per pupil for next 300 pupils	1,.000 - 1,999 = $5,000 for the first 1,.000 students plus $3.50 per student above that
$4.00 per pupil above 500	Above 2,000 = $8.50 for the first 2,000 students above that

BEING PREPARED FOR CENSORSHIP ATTACKS

RATIONALE FOR THE ADOPTION OF A WRITTEN SELECTION POLICY

There are many reasons why a school district should have a written statement detailing a clearly defined procedure for the selection of library materials.

(1) A written statement will make it easier for all school personnel--teachers, librarians, principals, supervisors, superintendents and members of the Governing Board--to be fully informed on the specific selection practices of the district.

(2) The responsibilities of participating individuals and the limits of their responsibilities will be explicitly stated.

(3) If criteria are clearly detailed, and techniques for applying them are clearly set forth, those persons responsible for doing the actual selection will do a thorough and efficient job. Written criteria will serve as a basis for common agreement for those responsible for the selection of material.

(4) The materials selected by such criteria and procedures will be better and more useful.

(5) A written statement of policies and procedures is an aid in keeping the community informed on the selection of library materials. The confidence of the community in its schools will be increased by the knowledge of the thorough and reasoned philosophies and procedures underlying the selection of materials for its school libraries.

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SUGGESTED COMPONENTS FOR A MATERIALS SELECTION POLICY

Preliminary Consideration:

The committee drafting the Instructional Materials Selection Policy should consider including members of the following groups, in order to enlist wide support for the policy: students, teachers, media specialist, parents, building administrators, system administrators.

A decision should be made at the outset as to whether the policy will cover all instructional materials or only those purchased by and housed in the media center.

A local level statement of Instructional Materials Selection Policy should include (not necessarily in the following order):

1. A statement of the philosophy of materials selection such as given in the Library Bill of Rights.

2. A statement that the governing body of the district is legally responsible for the selection of instructional materials.

3. A statement detailing the delegation of this responsibility to professional personnel.

4. Criteria for instructional materials selection in the school or district.

5. Procedures for implementing selection criteria.

6. A routine procedure for challenged materials:

   a. A complaint committee and its make-up.

   b. Statement that the procedure is applicable to all individuals, including school personnel and board members.

   c. Statement of how challenged materials will be handled during the period of reconsideration.

   d. Statement of whether or not materials will be put through the entire reconsideration process more than once within a specified time period.

7. Definitions of critical terms used in the selection policy; e.g., "selection," "instructional materials," "literary merit," etc.

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CHALLENGED MATERIALS

Occasional objections to a selection will be made by the public, despite the care taken to select valuable materials for student and teacher use and the qualifications of persons who select the material. The board must uphold and defend all media selections made by the media specialist who acts as its agent. Without this support, no librarian will attempt any but the most timid efforts to stock the shelves, and library service in its fullest sense will not exist.

Censorship is harmful because it results in the opposite of true education and learning. In the process of acquiring knowledge and searching for truth, students can learn to discriminate--to make decisions logically in light of the evidence. By suppressing all materials containing ideas, themes, or languages with which they do not agree, censors produce a sterile conformity and stifle students' intellectual and emotional growth.

Educators must remain in the forefront of promoting intellectual freedom if we are to guarantee a free tomorrow for our country.

The following words were taken from a speech given by a contemporary author when accepting a "Freedom to Read Award":

> "Our founding fathers never promised us that this would be a painless form of government, that adhering to the Bill of Rights would invariably be delightful. Nor are Americans proud of avoiding pain at all costs. On patriotic holidays, in fact, we boast of how much pain Americans have stood in order to protect their freedoms--draped over barbed wire, drowning in water-filled shellholes, and so on. So it is not too much to ask of Americans of every sort that they not be censors, that they run the risk of being deeply wounded by ideas, so that we may all be free."..... Kurt Vonnegut

Note: Sample selection policies may be found in "Guidelines for Library Programs in Oklahoma," available from Oklahoma State Department of Education Library Resources Section.

If a complaint is made, the procedures are as follows:

1. Be courteous, but make no commitments. Remember that one patron does not necessarily represent the entire community. Be objective, professional, calm in handling the situation.

2. Prepare a written record of the complaint; keep complete factual records of all subsequent written and oral communications.

4. Do not argue with the complainant or withdraw the library materials found to meet the standards set in the materials selection policy when a complaint is made.

5. Inform the superintendent and the media supervisor of the complaint and assure them that the library's procedures are being followed. Present full, written information giving the nature of the complaint and identifying the source.

6. Follow through with your committee's action. (Surveys show that when a school's consideration policy is followed, in most cases the materials were retained.)

7. Do not involve the media until the review procedure is completed.

8. Meet negative pressure with positive pressure.

9. Assert the principles of the LIBRARY BILL OF RIGHTS as a professional responsibility. Laws governing obscenity, subversive material and other questionable matter are subject to interpretation by courts.

10 Seek advice from the following persons (if desired):

Judith F. Krug, Office of Intellectual Freedom
ALA, 50 E Huron St., Chicago, IL 60611.

Oklahoma Library Association, Intellectual Freedom
Committee, Anne Million, Chr., 2530 Beaurne Drive,
Norman, OK 73069. (405) 364-2971 or (405) 325-4231.

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be prescribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961; June 27, 1967; and January 23, 1980;
by ALA Council.

STATEMENT OF INTELLECTUAL FREEDOM

The Association for
Educational Communications and Technology

The First Amendment to the Constitution of the United States is a cornerstone of our liberty, supporting our rights and responsibilities regarding free speech-both written and oral.

The Association for Educational Communications and Technology believes this same protection applies also to the use of sound and image in our society.

Therefore, we affirm that:

Freedom of inquiry and access to information--regardless of the format or viewpoints of the presentation--are fundamental to the development of our society. These rights must not be denied or abridged because of age, sex, race, religion, national origin, or social or political views.

Children have the right to freedom of inquiry and access to information; responsibility for abridgment of the right is solely between an individual child and the parent(s) of that child.

The need for information and the interests, growth, and enlightenment of the user should govern the selection and development of educational media, not the age, sex, race, nationality, politics, or religious doctrine of the author, producer or publisher.

Attempts to restrict or deprive a learner's access to information representing a variety of viewpoints must be resisted as a threat to learning in a free and democratic society. Recognizing that within a pluralistic society efforts to censor may exist, such challenges should be met calmly with proper respect for the beliefs of the challengers. Further, since attempts to censor sound and image material frequently arise out of misunderstanding of the rationale for using these formats, we shall attempt to help both user and censor to recognize the purpose and dynamics of communication in modern times regardless of the format.

The Association for Educational Communications and Technology is ready to cooperate with other persons or groups committed to resisting censorship or abridgment of free expression and free access to ideas and information.

Adopted by:

AECT Board of Directors,
Kansas City, April 21, 1978

FREEDOM TO VIEW

The **FREEDOM TO VIEW**, along with the freedom to speak, hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore, we affirm these principles:

1. It is in the public interest to provide the broadest possible access to films and other audiovisual materials because they have proven to be among the most effective means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.

2. It is in the public interest to provide for our audiences, films and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.

3. It is our professional responsibility to resist the constraint of labeling or pre-judging a film on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.

4. It is our professional responsibility to contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

Adopted February, 1979
Educational Film Library Association

"GLOSSARY OF INTELLECTUAL FREEDOM TERMS"

INQUIRY: An information request, usually informal, that seeks to determine the rationale behind the presence or absence of a particular item in a collection.

EXPRESSION OF CONCERN: An inquiry that has judgmental overtones. The inquirer has already made a value judgment on the material in question.

COMPLAINT: An oral charge against the presence and/or appropriateness of the material in question.

CHALLENGE: A formal written complaint filed with the library questioning the presence and/or appropriateness of specific material.

ATTACK: A publicly worded statement questioning the value of the material, presented to the media and/or others outside the library organization, in order to gain public support for further action.

CENSORSHIP: The removal of material from open access by any governing authority or its representative (boards of education/trustees, principals/library directors, etc.).

BIBLIOGRAPHY

Professional Reference Materials

The following reference books discuss censorship conflicts in classrooms, school libraries, textbooks, and school newspapers. The authors all agree for full First Amendment rights; some present background information, while others stress practical measures to handle censors.

The First Freedom Today: Critical Issues Relating to Censorship and to Intellectual Freedom. Robert B. Downs and Ralph McCoy, American Library Association, 1984. 341 pp. $40.00.

Censorship Litigation and the Schools. Office for Intellectual Freedom, American Library Association, 1983. Paperback, 161 pp., $17.50.

Defusing Censorship: The Librarian's Guide to Handling Censorship Conflicts. Francis M. Jones, Oryx Press, 1983. 229 pp., $24.95.

Intellectual Freedom Manual. Office for Intellectual Freedom, American Library Association, 1983. 210 pp., $15.00.

Censorship: A Guide for Successful Workshop Planning. Linda Schexnaydre and Nancy Burns, Oryx Press, 1984. Paperback 114 pp., $18.50.

Freedom of the High School Press. Nicholas D. Kristof, University Press of America, 1983. Paperback, 108 pp., $7.75.

Periodicals

1. Nelson, Jack L. "Academic Freedom and Teacher Self-Censorship." *Social Studies Professional*, November, 1983, p. 25.

Court Cases

U.S. Supreme Court Decision

1. Dissent from refusal of U.S. Supreme Court to hear the case of *Presidents Council v. Community School Board*, 409 U.S. 998 (1972), pp. 998-999. For the bulk of the Supreme Court's case load, it takes four of the nine Justices to agree to hear a case on appeal from a lower court. *Presidents Council* involved censorship of school library books. The Supreme Court's refusal to hear the case left the lower court's decision in favor of the school district standing. This case has lost much of its significance, however, in light of the U.S. Supreme Court's decision in *Board of Education of Island Trees v. Pico*, discussed in next entry.

2. For a detailed review of the background on school library censorship and the facts in the *Pico* case, see Franklin R. Kemerer and Stephanie Abraham Hirsh, "School Library Censorship Comes Before the Supreme Court." *Phi Delta Kappan*, Vol. 63, No. 7, March, 1982, pp. 444-448. See also Gail Paulus Sorenson, "Removal of Books From School Libraries 1972-1982: *Board of Education v. Pico* and its Antecedents." *Journal of Law and Education*, Vol. 12, No. 3, July, 1983, pp. 417-441.

3. *Board of Education of Island Trees School District v. Pico*, 457 U.S. 853 (1982).

MULTIMEDIA MATERIALS

The following materials have been found to be useful for staff development, PTA or PTO programs, district teachers meetings, etc.

16mm film

1. *"Books Under Fire"*, 60 min., films Inc., 1-800-323-4333. Rental $100.

   This film discusses selection of textbooks (including the activities of the *Gablers of Texas*); censorship of a dictionary and the library book, *365 Days* which deals with the Vietnam War.

Video Tape

1. *Censorship or Selection: Choosing Books for Public Schools*, Association of American
   Publishers Inc., and American Library Association, 1982. 60 minutes.

   On April 16, 1982, in Atlanta, Georgia, a unique group of twenty-two educators, librarians, school administrators, authors, publishers, federal judges, parent activists, moral majority leaders and elected school board members gathered before the National School Boards Association annual convention to discuss the issue and other related problems.

   Choosing what students shall read and learn is not an easy process in our pluralistic society. Nor can it be free from controversy. This film aims to channel this controversy into a balanced, dynamic and productive interaction.

   This tape may be borrowed from the Library Resources Section of the Oklahoma State Department of Education.

Welcome
LIBRARI